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ABSTRACT

The purpose of this practicum was to develop and implement an articulation model between a senior high school and a feeder intermediate school based on problems identified in a needs assessment. Treatments in the form of objectives were applied to the various problems uncovered and became the basis for the model. Subsequent evaluation indicated that all problems uncovered by the needs assessment were significantly lessened by the implementation of the objectives. The model proved effective in facilitating the physical movement and social adjustments of students as they moved from one school level to the next and in establishing communications between the professional staffs of the schools. The ten objectives of the program dealt with the meeting and planning schedule, articulation commitment and rational development, fall orientation for tenth-grade students, the individualized student orientation program, ability level assignment, professional staff meeting and planning, the interschool teacher exchange program, course familiarity of feeder school guidance staff and curriculum specialists, spring orientation for rising tenth-grade students, and parent orientation. Numerous appendixes are attached. (Author/IRT)

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THE DEVELOPMENT AND IMPLEMENTATION OF AN ARTICULATION MODEL BETWEEN THE SENIOR HIGH SCHOOL AND THE FEEDER INTERMEDIATE SCHOOL

by James W. Starboard, Jr.

Submitted in partial fulfillment of the requirements
for the degree of Doctor of Education, Nova University

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Coordinator: Dr. John Galloway

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ABSTRACT

The purpose of this practicum was to develop and implement an articulation model between the senior high school and feeder intermediate school based on problems identified in a needs assessment. Treatments in the form of objectives were applied to the various problems uncovered and became the basis for the model. Subsequent evaluation indicated that all problems uncovered by the needs assessment were significantly lessened by the implementation of the objectives. The model proved effective in facilitating the physical movement and social adjustments of students as they moved from one school level to the next and in establishing communications between the professional staffs of the schools.

INTRODUCTION

In 1971 the Newport News School System developed a secondary organizational plan which provided for four intermediate schools housing grades eight and nine which in turn would feed four high schools housing grades ten, eleven, and twelve. A number of problems seemed to develop over several years due to the two schools working in almost total isolation from one another. It was felt these problems were interfering with the smooth transition of students from one educational level (intermediate) to the next (high school). This disjointedness and lack of continuity was noted by an evaluation team from the state department of education.

In order to determine the specific problems associated with this lack of continuity when students move from the intermediate school to the high school, the practitioner developed and implemented a needs assessment through a survey questionnaire to students and the professional staff. The results of the questionnaire indicated a number of problems students experienced moving from one level to the next. Ninety-eight per cent of the professional staff indicated the necessity of developing an articulation program as a treatment for the problems encountered and 84 per cent of the students indicated they experienced problems in moving from one building level to the next.

After defining articulation as the formalization of processes and procedures which are concerned with the physical movement and social adjustment of students as they move from the intermediate school to the high school the practitioner developed, implemented, and evaluated such a program of articulation. It consisted of nine criterion referenced objectives established as treatments to be applied to alleviate the problems uncovered through the needs assessment. These objectives were designed for both the students and the professional staff. In the former several programs were developed to familiarize students with the new school's plant, rules and regulations, curricula, required and elective courses, graduation requirements, ability level assignments and the student activities program. Also included were an orientation program for parents and an orientation program for each new student that entered school after the year began; in the latter category programs were developed in order to increase communication and understandings between the staffs of the two schools and to familiarize appropriate personnel with courses and course content. Each of the objectives were planned, implemented and evaluated in order to develop an articulation model which would be useful to the total school system as well as be of use to other school systems faced with similar problems.

All nine objectives were successfully accomplished and evaluated both formatively and summatively. These objectives with appropriate modifications formed the basis for that part of a secondary school articulation model dealing with the movement of students from the intermediate school to the high school. Another practitioner working independently provided that part of the model dealing with the movement of students from the elementary school to the intermediate school. Thus the practices, procedures, and materials developed from both plans have been synthesized into one document - a complete model for secondary school articulation and may be found accompanying this practicum. This model for secondary school articulation was presented to the superintendent and his staff to be established as a program for district-wide implementation.

IDENTIFICATION AND STATEMENT OF THE PROBLEM

In August, 1971, the Newport News School System began extensive cross-town busing in order to achieve a racial balance in all of the city schools. The zone-paired plan adopted for desegregating the schools resulted in the need to convert the existing 7-5 school organizational plan (where grades one through seven were considered elementary and eight through twelve high school) into a 7-2-3 organizational plan (where kindergarten through grade seven is considered elementary, eight and nine, intermediate and 10, 11, and 12 senior high school). As a result of this organization, the seventh grades in the various elementary schools feed into one or more (and usually all) of the four intermediate schools and each intermediate school in turn feeds one of the four senior high schools. (See Appendix A: "An Analysis of the Structure and Organization of Newport News Public Schools - A Graphic".)

Because of this fragmented organizational pattern, staffs of the various educational units (elementary, intermediate, and high school) have been working in almost total isolation. There has never been an articulation program in the Newport News City Schools and this has resulted in a disjointed system of education.

A number of problems seemed to be evident as a result of this disjointedness which tend to retard the orderly and smooth transition of students through the school organizational "breaks" or from one educational unit to another. This disjointedness and lack of continuity were noted by a team of evaluators representing the state department of education who evaluated the schools for accreditation. The visiting evaluation committee recommended that an articulation program be developed to improve the schools in this problem area.

Development and Implementation of the Needs Assessment

This practitioner taking cognizance of the visiting committee's recommendation developed a plan to conduct a formal needs assessment. This plan was shared with the coordinator of secondary school curriculum and the director of instruction. They in turn apprised the superintendent of the plan who gave his approval suggesting that a proposal detailing the plan be presented to him and his cabinet for final approval.

On February 11, 1975 a detailed proposal for a formal needs assessment was presented to the superintendent's cabinet. Tentative approval was also sought to develop and implement an articulation model based on the results of the needs assessment. Consequently, from the problems uncovered by the needs assessment, objectives would be drawn and strategies determined along with an evaluation of the project. The final outcome would be an articulation pilot model which could be applied to all secondary schools in the system as well as in any other school system faced with similar articulation problems. Additionally, required inputs of time, effort, and resources needed were presented and discussed.

It was determined at the cabinet meeting that the needs assessment would include samples of all secondary grade levels of students and samples of all levels of the professional staff including teachers, principals, and central office personnel. Thus, surveying students in all secondary grade levels would provide data on problems of students who had not only just gone through a building level change or organizational break, but also data on the problems of students who had done so two or three years previously. Finally, it was determined that one out of every twenty students would be randomly surveyed through their English classes and one out of every four professional staff employees would be randomly surveyed.

After the presentation of the proposal and subsequent discussion, the superintendent and his cabinet gave tentative approval for the project and assigned the assistant superintendent for instruction and his staff to work with the practitioner. Before final approval of the implementation of the model was given, it would be necessary to report the results of the needs assessment to the cabinet along with the proposal based on the needs assessment for the implementation of the project.

The principals of the other three high schools and the other three intermediate schools were contacted, apprised of the needs assessment survey and asked to assume responsibility for conducting the assessment in their building. Each agreed and gave total cooperation to the project.

To help validate and refine both the student and professional staff questionnaire a mini-survey was conducted in one intermediate school, one high school, and among a small number of the professional staff. Several suggestions were garnered from this survey and the final questionnaire was ready for the survey. (See Appendix B: "Professional Staff Articulation Questionnaire"; and Appendix C: "Student Articulation Questionnaire".)

The director of research was approached and asked to secure from the data processing department the name of every twentieth student in grades eight through twelve along with their grade, school, and English teacher's name. The director of data processing after conferring with the practitioner developed a program whereby the results of the assessment could be analysed by the computer and made available for study and interpretation.

The school system's directory of secondary personnel was used for the random selection of teachers, department chairmen, and guidance counselors. Every fourth name was selected. In addition each principal and assistant principal for instruction was included in the survey while at the central office level one assistant superintendent, an administrative assistant, the director of instruction, and subject area supervisors were included. This resulted in a list of 203 professional staff members.

The director of research received a print out of 565 students from data processing including the student's name, school, grade level, and English teacher. The print-outs were separated by school, placed with an appropriate number of questionnaires along with instructions to each English teacher involved in the survey, and personally delivered to each secondary school. At the same time survey questionnaires were distributed to the selected personnel at the building level and at the central office. The forms were distributed on May 14, 1975 and by May 23, 1975 all surveys were returned and sent to data processing for a compilation of the results. The results of the needs assessment became available and were tabulated in June, 1975.

Analysis and Interpretation of the Needs Assessment

The analysis revealed that 98 per cent of the professional staff surveyed felt an articulation program was needed. Common concerns identified as problem areas by all professional staff members were appropriate attitudes for articulation, communication, time for meeting and planning together, and the grouping and placement of students. For a fuller and more exhausting treatment attention is directed to Appendix D: "Ranking of Professional Staff Questionnaire Responses"; Appendix E: "Analysis of Professional Staff Articulation Questionnaire"; and Appendix H: "Summary of Analysis and Interpretation of Needs Assessment".

Analysis of the student questionnaire revealed that a total of 83.8 per cent of the students surveyed had problems when they moved from one organizational level to another. In interpreting results of the student questionnaire, inferences regarding the total number of students within the school system can be drawn from the sample. In extrapolating from the sample, in which there is an identified problem, to the school population of 11,000 students, a 10 per cent return for an item represents 1,100 students who could be expected to have that problem. Assuming that the problem is equally distributed among all students, 137 students in each of the eight secondary schools would be affected. This number would constitute a significant number of students. Therefore, a 10 per cent return for a problem is considered significant for purposes of this survey.

Ten per cent or more of the students identified as problems; becoming familiar with the new building, knowing rules and regulations, getting acquainted with other students knowing what student activities and required and elective subjects are available, and understanding class assignments, subject level difficulty and their schedule.

It was further determined that insufficient information was provided to students regarding graduation requirements, placement in subject levels, and course descriptions. (See Appendix F: "Statistical Analysis of Student Articulation Questionnaire", and Appendix G: "Analysis of Student Articulation Questionnaire", and Appendix H: "Summary of Analysis and Interpretation of the Needs Assessment".) Thus, as a result of this needs assessment it was evident that an articulation program was needed.

DEVELOPING AND PLANNING THE ARTICULATION PROGRAM

Definition of Articulation

Articulation is defined as processes and procedures which result in the continuity of planned programs and practices that facilitate the smooth transition of students as they move from one educational level to another. It provides for linking the various organizational levels for a smooth student transition. A well-planned articulation program would prevent the present disjointed problems encountered when students move from one educational unit to another as uncovered by the needs assessment above.

Focus of the Practicum

This practicum is limited to and focuses upon the formalizing of processes and procedures which are concerned with the physical movement and social adjustment of students as they move from the intermediate school to the senior high school. It should be pointed out that the practices, procedures, and materials herein developed and implemented have been synthesized with similar materials developed by another practitioner working independently in developing an articulation program between the elementary school and the intermediate school. This synthesization has resulted in a complete model for secondary school articulation which can be found accompanying this practicum.

Program Objectives

During the months of July and August attention was directed toward developing objectives and strategies for the successful resolution of the problems identified by the needs assessment. This resulted in the establishment of the following objectives along with planned strategies for their implementation. Evaluation criterion measurements were also developed for each of the objectives and are included.

OBJECTIVE I - MEETING AND PLANNING SCHEDULE

By October 1, through a formally adopted schedule of meetings, time will be provided for professional personnel of paired schools, the central office curriculum coordinators, and subject area supervisors to meet and plan together as evidenced by the production of such a schedule.

OBJECTIVE II - ARTICULATION COMMITMENT AND RATIONALE DEVELOPMENT

By November, 1975 an articulation rationale and commitment will be developed as evidenced by the document itself. This will serve as a guide for direction in the development of the articulation program.

OBJECTIVE III - FALL ORIENTATION FOR TENTH GRADE STUDENTS

During the week prior to the opening of school each year, through an on-sight orientation program, 80 per cent of the participating students will become familiar with the building and their schedule and knowledgeable of school rules and regulations, as indicated by answering affirmatively 80 per cent of the questions on a questionnaire administered before they leave school on the day of orientation.

OBJECTIVE IV - INDIVIDUALIZED STUDENT ORIENTATION PROGRAM

Through an individualized student orientation program for each new tenth grade student who matriculates after the school year begins, within one week will indicate a knowledge of their schedule, required and elective subjects, graduation requirements, the student activities program, school rules and regulations, and a familiarity with the building as assessed by a questionnaire wherein 80 per cent of the students will indicate affirmative responses to 80 per cent of the questions.

OBJECTIVE V - ABILITY LEVEL ASSIGNMENT

By April through group guidance and individual counseling 80 per cent of the surveyed students will be knowledgeable of their ability level assignments and placed in appropriate ability level groupings as indicated by answering affirmatively 80 per cent of the questions on the questionnaire provided.

OBJECTIVE VI - PROFESSIONAL STAFF MEETING AND PLANNING

By April 80 per cent of the professional staff of the intermediate and senior high school who have been involved in meeting and planning will indicate that communication has improved by answering affirmatively 80 per cent of the questions on a questionnaire provided.

OBJECTIVE VII - INTER-SCHOOL TEACHER EXCHANGE PROGRAM

After an inter-school visitation program is concluded in March, 80 per cent of the participating teachers will indicate positive attitudes in the area of communication and understanding with their paired school by answering affirmatively 80 per cent of the questions on a questionnaire provided.

OBJECTIVE VIII - COURSE FAMILIARITY OF FEEDER SCHOOL GUIDANCE STAFF AND CURRICULUM SPECIALISTS

By March, 80 per cent of the intermediate school guidance counselors and curriculum specialists will be familiar with courses and course level offerings by answering affirmatively 80 per cent of the questions on a questionnaire.

OBJECTIVE IX - SPRING ORIENTATION FOR RISING TENTH GRADE STUDENTS

By April, 80 per cent of the rising tenth grade students will indicate they have knowledge of required and elective courses and course descriptions, graduation requirements, and the student activities program by affirmatively answering 80 per cent of the questions on a questionnaire provided.

OBJECTIVE X - PARENT ORIENTATION

By April, through a formal orientation program 80 per cent of the participating parents of rising tenth grade students will indicate a knowledge and understanding of course offerings, general school regulations and expectations, and available student activities by answering affirmatively 80 per cent of the questions on a questionnaire administered at the conclusion of the program.

Before proceeding the following capsule explanation is offered in order to keep each objective in its proper perspective relative to the total articulation program. It is also hoped that such a condensation will enable the reader to understand more clearly the purpose of each objective and the reason for its inclusion.

Objective I, "Meeting and Planning Schedule", was basic to meeting and planning of the professional personnel of paired schools, subject area supervisors, and central office staff. It was necessary in order to provide the time for the accomplishment of the various objectives and is self-explanatory.

Objective II, "Articulation Commitment and Rationale" was produced in order to provide understandings into the reasons for articulation and to provide direction to individuals involved with the articulation endeavor.

Objectives III, IV, IX and X deal basically with orientation programs, three for students and one for parents. They are different in nature, composition, and purpose. Objective III is a student orientation program the day before school begins in the fall. It is held at the senior high school in order to familiarize tenth graders with the school building, their schedule, and to help them become familiar with school rules and regulations. Objective IX is an orientation program in the spring before registration and is held at the feeder intermediate school. The basic purpose of this program is to help students become knowledgeable of required and elective courses, course descriptions, graduation requirements, and the student activity program. Objective IV was developed in order to meet the needs of the new students who register after the school year begins and thus were not able to participate in any previous orientation endeavors. Consequently, the thrust of this objective is to orient the student as soon as possible through a series of activities designed to accomplish the same goals with each new student as the previous two orientation programs accomplished with the other students. Finally, it was felt that parents needed to be knowledgeable of course offerings, general requirements and expectations, and available student activities in order to more effectively provide guidance for their children when they select curricular and co-curricular activities. Thus, objective X deals with the accomplishment of a parent orientation program.

Objectives V, VI, VII, and VIII are concerned with the development of programs for the professional staff. Objective V and part of objective VI deal with ability level assignments and the grouping and placing of students. After appropriate departments of both the intermediate and high school reviewed the grouping guidelines in their meetings, the intermediate guidance staff had the responsibility of seeing that the guidelines were applied properly when registering upcoming sophomores, and that each student was cognizant of his/her ability level placement.

Most of objective VI as well as objective VII are concerned with the development of communication and understanding between the professional staffs of the intermediate and high school. In the former a number of contacts between various teachers, department chairpeople, guidance counselors and administrators were held which generated a number of substantive ideas. In the latter a teacher exchange program was initiated so that teachers in the intermediate and high school might exchange schools and classes for a day in order to enhance and develop the communication and understanding process.

Finally, objective VIII is concerned with familiarizing intermediate guidance counselors and curriculum specialists with courses and course level offerings. This objective was accomplished through a city-wide workshop involving all the subject area supervisors.

With this background information the reader's attention is directed to the following pages wherein a description is provided at both the process and content level of all programs and procedures utilized in order to accomplish the objectives. Included in this description is the stated purpose of the objective, how it was planned and implemented, and an evaluation, analysis, and interpretation of each of the objectives.

IMPLEMENTING THE ARTICULATION PROGRAM

Meeting and Planning Schedule

Purpose: The purpose of such an objective was to provide time for professional personnel of paired schools, central office, and subject area supervisors to meet and plan in order to accomplish various objectives in the articulation program.

Planning and implementation: In looking at this objective it was obvious that several tasks needed to be done. First, the practitioner would have to secure permission from the superintendent to use a staff day in order to accomplish the objective dealing with the professional staff meeting and planning. It would also be necessary to work with the director of secondary education in order to secure a time for familiarizing guidance counselors and curriculum specialists with courses. Finally, the practitioner needed to work closely with the administration and the guidance staff of the feeder intermediate school in order to coordinate and plan the dates of the developing articulation program.

The practitioner met with the above mentioned individuals and developed a tentative time table for the meeting and planning of the professional staff. Permission was secured for the use of a staff day from the assistant superintendent for instructional services, and time was secured by the coordinator of secondary curriculum for a program to present aspects of the curricula to various staff members. Finally, a number of meetings were held between the practitioner and his staff and the intermediate principal and his staff in order to coordinate and develop a schedule of activities for this articulation endeavor.

In the production of any time schedule flexibility should be a prime consideration. It is necessary to have a time schedule of activities but it is important to keep that schedule flexible enough to permit alterations without creating problems. It would seem the best course of action would be to develop a tentative schedule to give general direction to the endeavor and, as the various activities approach, confirm and communicate any changes to the personnel involved. The reader's attention is directed to this point so that if faced with a similar situation a flexible response can be made and the following schedule reflects just such an approach.

Articulation Meeting and Planning Schedule

August, 1975	Review objectives and strategies with assistant superintendent for curriculum and instruction, director of instruction, and director of secondary curriculum

	Meet with assistant principals, guidance counselors, student activity director to plan for fall orientation and individualized student orientation programs
September, 1975	Meet with various echelons of personnel to produce "Articulation Rationale" document
October, 1975	Meet with administrative staff of high school and intermediate school to review planning requirements for the articulation program for the year
November, 1975	Meet with director of secondary curriculum and subject area supervisors to begin initial planning for program of course familiarity of feeder school personnel
	Meeting of administrative staffs of intermediate and high school to organize the joint meetings of the professional staffs of the two schools
	Meeting with high school department chairpeople to organize and plan

	January meeting between staffs of intermediate and high school
December, 1975	Meeting of high school administrative staff and director of guidance to go over preliminary plans for parent orientation and spring orientation programs
	Meeting of departmental chairpersons of intermediate and high school to plan for joint departmental meetings and "Interschool Teacher Exchange Program"
	Meeting of director of secondary curriculum and subject area supervisors to plan for program of familiarizing counselors and curriculum specialists with courses and course level offerings
January, 1976	Meet with administrative and guidance staff of intermediate and high school to plan for spring orientation and parent orientation programs

	Meetings of director of secondary curriculum and subject area supervisors to finalize plans for course familiarity program
February, 1976	Meeting of administration and guidance staffs of intermediate and high school to finalize plans for spring orientation and parent orientation programs
	Meet with guidance staffs of intermediate and high school to plan and discuss grouping and placing guidelines
March, 1976	Meet with intermediate and high school guidance staffs to finalize plans for apprising students of their ability level placement

Articulation Commitment and Rationale Development

Purpose: The purpose of this objective was to provide understanding into the reasons for articulation and to provide direction to individuals involved with the articulation endeavor.

Planning and development: In order to carry out the objective, one major planning and organizational responsibility would be necessary. The requirement would be to involve individuals from various personnel echelons who occupy key leadership positions to provide input for the development of the formal rationale document.

The document would provide continuity of direction for the individuals involved in developing the articulation program. It would also serve to commit the school system to a program of articulation. In order for key leaders to be able to assist in the rationale development, they would need to be provided with knowledge of identified articulation problems and suggested treatments and assisted with the development of concept dimensions associated with a program of articulation.

The two practitioners involved with developing the two articulation plans met October 29, 1975, with the secondary curriculum coordinator, intermediate and elementary principals and their assistant principals, identfied the problems revealed by needs assessment and discussed reasons for establishing an articulation program. The secondary curriculum coordinator developed the concept for implementing a system wide articulation program after the two model pilot programs were developed at respective intermediate and senior high school levels which linked the elementary seventh grade with the intermediate and intermediate with the senior high school.

The practitioners, after the initial meeting, met individually with various feeder school principals, coordinators and department chairmen and further discussed the needs for developing the articulation program. Each of these individuals was asked to react to the concept and articulation development concept to offer suggestions for its development.

Both senior high and intermediate practitioners then developed the rationale document. The document was reviewed and approved by the assistant superintendent for instruction, director of instruction, curriculum coordinators, principals, and selected department chairmen.

Articulation rationale: As children move through school from grade to grade there are "breaks" or "gaps" that can occur which interrupt the natural continuity of the student's progress. These "gaps" occur between grades, but are most evident between separate buildings which house different grade levels. This is especially true as a student moves from an elementary school to an intermediate school and from an intermediate school to a high school. If such "gaps" between these educational institutions are left unattended, they create adjustment problems as the learner makes the transition from one school to the next. The same breaks or gaps that prevent continuity of student movement also impede the natural flow of communication and information between professional staff members who work at the different organizational levels.

In order to effect a cure for the malady of educational fragmentation and the resulting disjointedness in a school system, the specific problems must be determined, causes identified, and treatments applied.

If, then, articulation is defined as processes and procedures which result in the continuity of planned programs and practices that facilitate communication between professional staff members and the smooth transition of student's movement from one educational level to another, it follows that the rationale for articulation is to bridge the gaps between organizational levels and provide continuity of services and programs for students.

Fall Orientation for Tenth Grade Students

Purpose: The purpose of this objective was to familiarize tenth grade students during the week prior to the opening of school with their schedule, rules and regulations, and the school itself.

Planning and implementation: In order to accomplish this objective several tasks needed to be consumated. They were (1) to plan and develop orientation activities for the day which included an assembly, an instructional period with the student's homeroom teacher, and a rotation through a simulated school day's schedule; (2) to provide for the transportation of pupils to the school; (3) to inform students of the program; and (4) to provide for the evaluation of the objective.

On August 4, 1975 the principal met with the three assistant principals, the guidance director, and the director of student activities. The principal discussed with the group preliminary plans for the orientation day activities, and the date for the orientation program was set for August 27, 1975. On August 8, 1975 everyone met again and a detailed plan was developed. It was decided that since the objective was to have students become familiar with the building, their schedule, and knowledgeable of school rules and regulations that this could best be accomplished through schedule rotations and a homeroom instruction period. Consequently, the purpose of the assembly program would be to generally welcome all students and give them an overall introduction to the school, of its staff, its student leaders, as well as a general description of student activities and a discussion of rules and regulations. The schedule for the day was determined as well as a basic format for the assembly (see Appendix I: "Warwick High School 10th Grade Orientation"). When students arrived at school they would be helped to report to the auditorium by SCA guides and sit with their assigned homerooms.

After the assembly students would go to their home rooms. At that time the homeroom teacher would (1) give them their class schedule and student handbook, (2) review their schedule of classes making sure each student could follow his schedule with the school map (3) go over the school rules and regulations, and (4) answer any questions which may arise. At the end of homeroom period students would rotate through a simulated school day's schedule during which time they would meet each of their teachers and classmates and become knowledgeable about specific class requirements.

After the above preliminary planning it was now necessary to assign specific duties to the appropriate staff in order to implement the program. The assistant principal for student affairs was given the responsibility for planning and coordinating the orientation assembly program and working with the SCA. The director of student activities also was assigned to help accomplish this task.

The assistant principal for instruction and director of guidance were to secure from data processing the new student schedules and distribute them to the tenth grade homeroom teachers and arrange to have tenth grade alphabetized homeroom lists prepared and posted so students would know where to sit in the assembly.

The assistant principal for administration was responsible for making arrangements to provide school bus transportation for students and assembling and distributing school handbooks. (See Appendix J: "Warwick High School Student Handbook".)

The principal assumed responsibility for composing and distributing the letter to tenth grade students (see Appendix K: "Fall Orientation Letter to Students") letting them know about the orientation program and working with those faculty members who would be involved with the program, as well as the final evaluation of the program.

On August 23, a preliminary check on progress made to date indicated all assigned tasks were completed except instructions to the members of the faculty involved concerning their role and the evaluation of the program.

On August 25, the first day of faculty pre-school work days, the principal met with tenth grade teachers involved with the orientation program. Copies of the schedule of events, the student's schedule, and the student handbook were passed out. Each teacher's responsibility was explained and it was pointed out that emphasis should be placed on (1) making sure each student understands his schedule and how to get to each class, and (2) the school handbook section on rules and regulations. In addition each teacher who had a last period class was given a sufficient supply of evaluation forms. They were to have every fourth student in their class fill out one before they left for the day.

On August 27 students arrived at school and proceeded to the auditorium. There they were welcomed and presented with an assembly program as previously planned. After the assembly the students went to their homeroom for the second phase of the orientation program. Following this there began the final phase of orientation - that of rotating through a simulated school day's schedule. After their last class students boarded their bus for home. The orientation program and its evaluation were concluded smoothly and with no apparent problems. It is to the evaluation that attention now is directed.

Evaluation, analysis, and interpretation: Before the last activity of the orientation day was concluded a ten item questionnaire containing 14 responses was given to every fourth student in attendance. This resulted in a total of 117 completed forms being returned, and 100 per cent of the surveyed students responded. (See Appendix L: "Fall Orientation Evaluation")

The evaluation criteria for this activity states that 80 per cent of the participating students will become familiar with the building and their schedule and knowledgeable of school rules and regulations, as indicated by answering affirmatively 80 per cent of the questions on a questionnaire administered before they leave school on the day of orientation. Applying these figures to the samples, 80 per cent of the sample of 117 would be 94 and 80 per cent of 13 (the number of questions) would be 10. Thus, to meet the objective criteria as stated above, at least 105 of the 117 sampled students would have to answer 10 of the 13 questions affirmatively.

An analysis of the survey reveals that there were 60 respondents who checked all 13 questions affirmatively; 22 marked 12 questions affirmatively; 22 marked 11 questions affirmatively; nine marked 10 questions affirmatively; two marked nine questions affirmatively; and two marked seven questions affirmatively. Consequently, 113 or 97 per cent of the 117 sampled students answered 10 of 13 questions affirmatively and the objective criteria was realized.

However, a question by question analysis yields some interesting data. One hundred per cent of the sampled students responded affirmatively to question three (familiarity with classes) and to question nine (establishing the orientation programs on a yearly basis). There was only one negative response to question seven (expectations of students); two negative responses to question eight a. (school familiarity); and only four negative responses to question two (orientation to the building by going through schedule).

A survey of question five a and b (homeroom teacher going over rules and regulations and the student's schedule), question six (also dealing with school rules and regulations), and question eight b and c (familiarizing the student with the building and school rules and regulations) reveals that better than 90 per cent of the students responded affirmatively.

Analysis of question one (students' difficulty in finding their classes) revealed an 89 per cent affirmative response, while analysis of question four and five c (dealing with use of the school map in building orientation) revealed respectively a 76 per cent and 80 per cent affirmative response.

Consequently, of the 13 questions 90 per cent of the students responded affirmatively to 10 of the questions. On the other hand less than 90 per cent responded affirmatively to three questions and to one of the questions the response was 89 per cent.

There were few (about 12 per cent) responses to item 10 "other comments". However, those that did respond were overwhelmingly positive. Such remarks as "enjoyed the program", "the program has been helpful", and "very good idea" were typical of the comments. In addition, several students observed that the map was not helpful at all and several others indicated that more student helpers were needed in the halls to direct the tenth graders in finding their way through the building to class.

In reviewing the analysis and interpreting the results of the evaluation data, it is obvious that the orientation program was successful. Every surveyed student felt it should be continued on a yearly basis. Additionally, better than 90 per cent of the students surveyed responded affirmatively when asked directly whether the orientation program helped familiarize them with their schedule, the building, and school rules and regulations. This was the purpose of the orientation program and such a response would indicate that the objective was met.

It should also be pointed out that use of the school map in orienting students to the building while helping many does not help others. This aspect of the orientation program is questionable and should be investigated to determine the problem.

Thus it would appear that as part of any articulation endeavor between the intermediate and senior high school, an orientation program be planned each year for new students. This orientation program should familiarize students with their schedule, the school plant, and school rules and regulations.

Individualized Student Orientation

Purpose: The purpose of this objective was to familiarize new students with required and elective subjects, graduation requirements, the student activity program, school rules and regulations, and finally the school plant.

Planning and implementation: In order to carry out this objective the principal met in August with the assistant principal for instruction, the guidance department chairman, and the guidance counselors. It was obvious from the start that the overriding criteria and purpose in the development of such an objective was providing a program and materials which would accomplish the same goals or objectives with the new student as was accomplished with the other students through previous orientation and informational programs. Consequently, several tasks needed to be consumated.

First, it was necessary for a packet of materials to be developed which would be helpful in orienting the new student to the school. Secondly, provision for a guided tour of the building needed to be provided as well as a procedure developed for initiating these series of activities. Finally, provision for the evaluation of the program needed to be instituted.

In order to consumate the first task a decision had to be made as to what would constitute the packet of materials. After looking carefully once again at the purpose of the activity it was determined that the following items should be included:

(1) A Student Handbook and Guidance Handbook

(2) School Newsletter to Parents

(3) Letter from Principal

(4) Student Rights and Responsibilities Booklet

(5) Registration pamphlet

(6) Information Concerning Free Lunch and Student Insurance

The assistant principal of instruction along with the guidance director and several tenth grade guidance counselors were assigned the task of developing the packet. (The student handbook and guidance handbook may be found in the appendices. The other items are given as suggestions and since each school varies in the forms they use to register students, these items are not included in the appendix.)

It was decided that a guided tour of the building could best be accomplished through the assignment of student guides chosen from several of the clubs who could also be available and "on call" for several weeks to help the new student in any way possible. This task was assigned the assistant principal for student affairs. The practitioner accepted responsibility for developing the evaluation form. The final task was to determine the procedure whereby the various activities could be initiated. It was thought that these activities would naturally begin with the tenth grade guidance counselors at the time the new student appeared to register.

A check several weeks later revealed that all assigned tasks had been completed. The packet of orientation materials had been developed and the Key Club, the Keyettes, and the SCA had been contacted and were most happy to provide a list of student volunteers. In addition, the orientation procedure for registering new tenth grade students had been developed and the principal had the completed evaluation forms ready for distribution.

When the new tenth grade student arrives to register, he is assigned an appropriate guidance counselor who provides the student with a series of activities. These include reviewing the students transcript and the packet of orientation materials. The counselor is careful to explain required and elective subjects, graduation requirements, the student activity program and school rules and regulations. After a schedule of classes is determined, the guidance counselor chooses a student helper from a list provided by the clubs mentioned above. The student helper is chosen on the basis of sex (if the new student is male, a male helper is generally chosen and vice versa), similar interests, schedule, grade level, and availability of the student helper at the time the new student registers. The student helper provides a tour of the building during which time questions are answered and explanations given which are beneficial in the orientation effort. The student helper is "on call" for several weeks and available to the new student in case any problems may arise.

Evaluation, analysis, and interpretation: A six item questionnaire containing sixteen responses was developed and administered to new students within one week of their registering after the opening of school in August 1975. The evaluation continued until February 1, 1976. A total of 24 students were surveyed and 100 per cent responded to the survey. (See Appendix M: "Individualized Student Orientation Evaluation".)

Fourteen of the responses called for a yes or no indication, while two were open-ended. In these two latter responses one asked for an elaboration on any no answer and the other sought additional ways that could have been employed in orienting new students to the school.

The criterion referenced performance objective stated that 80 per cent of the tenth grade students who matriculate after the school year begins would indicate a knowledge of required and elective subjects, graduation requirements, the student activity program, school rules and regulations, and be familiar with the building by answering affirmatively 80 per cent of the questions on a questionnaire provided. For purposes of this survey at least 19 (80 per cent of the 24 students) of the surveyed students would need to respond affirmatively to a minimum of 11 questions (80 per cent of 14) response areas. This would meet the minimum criterion level extablished.

An analysis of the survey reveals that 15 respondents checked all 14 questions affirmatively; two marked 13 questions affirmatively, four marked 12 affirmatively; one marked 11 affirmatively; one marked 10 affirmatively; and one marked nine affirmatively. Consequently, 22 students or 92 per cent responded affirmatively to 11 or more of the 14 questions and, as a result, the objective criteria was easily met.

An item by item analysis yields the following results. Twenty-four students of 100 per cent felt the guidance counselor was helpful in the orientation endeavor, while 24 or 100 per cent felt the student assigned at the time of registration was helpful. These were the responses in question one and two.

When asked in question three a, b, c, d, and e, whether they had a better understanding of certain items after going over them with their guidance counselor, 22 students or 92 per cent indicated an affirmative response concerning the student activity program; 24 students or 100 per cent responded affirmatively concerning required subjects, 23 or 96 per cent responded affirmative concerning electives; 22 students or 92 per cent responded affirmatively concerning graduation requirements while 23 students or 96 per cent indicated a positive response concerning school rules and regulations

In a similar response to question four a, b, c, d, and e of how effective the school handbook had been in familiarizing students with certain aspects of the school, the following affirmative responses were noted: school rules and regulations - 23 students or 96 per cent; student activity program - 22 students or 92 per cent; elective subjects - 23 students or 96 per cent; and graduation requirements - 21 students or 88 per cent. In questions five and six, 21 students or 88 per cent felt that a tour of the building as part of the registration procedure was helpful while 20 students or 83 per cent felt a school map was helpful.

Question seven sought reasons for any no responses to previous questions and question eight asked the students to list ways their orientation could have been better. In the former, question seven, a few students responded with such statements as "I do not like rules", "I missed the tour", "the map was not helpful", and "I have not read the student handbook". Two indicated that they still did not understand graduation requirements. In answer to question eight the students felt that they could not think of anything else that would have made the program better.

In reviewing the analysis and interpreting the results of the evaluation data, it is obvious that the program was successful. First, out of 14 responses the lowest was 83 per cent followed by two responses at 88 per cent, three at 100 per cent, and the eight other responses were either 92 or 96 per cent. Secondly, 100 per cent of the new students responded affirmatively when asked whether the guidance counselor and the student aid assigned each new student were helpful in the orientation process. Thirdly, the guidance counselor was effective with better than 94 per cent of the students in orienting them and the student handbook was likewise nearly as effective. For most students a tour of the building proved beneficial and the map was the least helpful.

It is concluded that since all questionnaire items were achieved at better than the specified criterion per cent that an orientation program described above can be effective in helping new students become familiar with the school building, the curricula, rules and regulations and the student activity program. It is further concluded that the guidance counselor, student aids, and a student handbook should play the major roles in such a program of new student orientation in order that this new student may adjust as soon as possible with few, if any, problems. Thus, such a program should be part of any articulation endeavor.

Professional Staff Meeting and Planning

Purpose: The purpose of this objective was to develop and to improve communication between the high school and feeder intermediate school.

Planning and implementation: In order to carry out this objective a number of organized planning activities had to be met. Several meetings needed to be held between the administration of the high school and the administration of the feeder intermediate school. In October and November these meetings were held in order to determine the time for the joint meetings and the format and strategies for completing the various subtasks. It was decided that January 23rd would be the day to have the various departments of both schools meet and plan together jointly. This was already in the calendar as one of two staff days between semesters, as permission had been secured from the superintendent and his staff to use the day for the meeting and planning articulation endeavor between the paired schools.

The next planning phase involved the two principals meeting and instructing the chairmen of each of the departments in their respective schools what responsibilities each would shoulder in the tasks ahead. The practitioner saw each of his chairmen during their planning periods on November 19 and 20. Each was instructed to contact the feeder school chairmen during the first week of December in order to set up a planning meeting during the second week of December.

At this meeting the department chairmen were to discuss and determine:

(1) the agenda for the January 23rd meeting
(2) the location of the meeting
(3) the schedule for the teacher exchange program
(4) future meetings, and
(5) the review of guidelines for grouping and placing students with recommendations for change (this was only for the English, math, and science departments).

In addition, each department chairman was asked to inform the principal when and where they met and what was discussed, as well as the names and dates of the teachers who would be involved in the exchange program.

(See Appendix O: "Memo To Department Chairmen".) Reporting forms were provided. (See Appendix P: "Articulation Report Form A"; and Appendix Q: "Teacher Exchange Program"). The purpose of the first form was to insure that the practitioner was made aware of what was being planned and to monitor how well the activity was progressing. This form was to be turned in before the chairman left on December 20 for the holidays. The purpose of the second form was two-fold. First it enabled the two principals to be informed as to when teacher exchanges would take place in order that appropriate personnel in both schools could be informed. Secondly, the form made it possible for the evaluation questionnaire to be given the teachers soon after their exchange had taken place. Finally, a memoranda was sent to all department chairmen which stated all tasks that needed to be accomplished. This was done in order to help clarify any misunderstanding. (See Appendix R: "Department Chairperson Memo".)

After the Christmas holidays during the second week in January, the practitioner met again with the chairmen to see if any problems had arisen and to make final preparations for the January 23rd meeting. At this meeting it was discovered that several departments had encountered some minor communication problems, but had already resolved them. A final reporting form was distributed which asked for a description of topics covered and conclusions reached, and included suggestions for other topics which might be covered in the meeting. It was emphasized that if the two departments wished to include other topics not suggested that they would be free to do so. (See Appendix S: "Articulation Report Form B".) It was also pointed out at this meeting that evaluation forms would be given each department chairman the week following their meeting for distribution to members of their department along with instructions for their return. The practitioner met with the three chairmen who would be dealing with guidelines for grouping and placing students. It was discovered that the three departments were going to discuss the guidelines at the January 23rd meeting. In one department, English, the chairman has met several times and had completed the guidelines with the help of recommendations from the members of their respective departments. The practitioner again emphasized how important it was for a positive tone to be set for the meeting. The chairman were especially admonished to be sure and inform their teachers not to "talk down" to the intermediate teachers about preparing their students improperly for high school.

During this same time, the principal of the feeder intermediate school and his staff were busily performing the same tasks as the practitioner in preparation for the January meeting. Two weeks before the January 23rd meeting a final coordination meeting took place between the practitioner and his counterpart in the intermediate feeder school. It was discovered that all preparations were nearly completed as the intermediate principal had one last meeting in the next several days with his department chairmen. He was given the evaluation forms along with Report Form B and a date was set by which time the completed forms were to be returned to the practitioner.

On January 23, 14 departments (art, business, distributive education, English, foreign language, guidance, health and physical education, home economics, industrial arts, library, mathematics, music science, and social studies) met jointly at either the high school or the feeder intermediate school. There were a number of substantive ideas generated and discussed at these meetings and it is to these the reader's attention is now directed.

Articulation Report Form B called for all departments to respond in three specific areas: (1) ideas for programs and procedures to aid in students' transition between the two schools; (2) ideas for improving communication and fostering cooperation and understanding and (3) identification of curriculum articulation problems. In addition, the form also asked for the agreement of grouping and placement guidelines between certain departments in the two schools. Finally, provision was made to include decisions reached from consideration of other topics which were felt important by the personnel involved.

As stated earlier, the basic purpose of this objective was to improve communication between the high school and feeder intermediate school. However, it was felt that at the same time some ancillary purposes also might be accomplished such as the generation of a data base of concerns and felt needs derived from the responses to the requests listed above. In this way, some or all of these items in this data base might be used in the production of the final articulation model. In the case of the curriculum responses these could be used in meetings at a later date which would deal specifically with the developemnt of curriculum articulation.

In the production and final agreement of grouping and placement guidelines only three departments, English, math, and science were involved. The final product was given to the practitioner who passed them along to the intermediate school guidance counselors to be used in registering in-coming sophomores. (See Appendix T: "Grouping and Placement Guidelines".)

In response to the first question on the report form B (ideas for smooth transition of students), a number of programs and procedures were advanced. Many departments listed such activities as visits by intermediate students to the high school; exhibitions of high school student work displayed at the feeder school; involvement of intermediate students in high school departmental clubs; a prescription folder prepared for each student of work done and work needing to be done for each subject; and a list of students who are gifted and talented or who have other special needs. This list would be compiled and sent to the high school. Other suggestions were planned programs involving students from both schools performing jointly, programs given separately at each school, exchanges of school newsletters and newspapers, and personal data sheets indicating intermediate student's goals, aspirations, career plans, and attitudes sent to the high school. Additional suggestions were for intermediate students to spend a half day at the high school in some class or activity in order to be able to share their experience with others when they go back to their school, and one department even suggested getting a list of students who would be taking courses in their department in order to call them over the summer and welcome them to high school.

Replys to the second question dealing with communication, cooperation, and understanding between schools overwhelmingly indicated the desire to have regular meetings between departments and teacher exchanges and/or observations. Other ideas generated included the development of a paired "pal" system whereby teachers with similar programs or subjects would be paired and could be a laison between each other's school as well as share ideas and attend the other school's departmental meetings; a sharing of successful teaching techniques, etc.; a sharing by departments of grades of students whereby the high school sends grades of new tenth grade students to the intermediate school and the intermediate in turn sends grades of ninth graders to high school; and, a listing by areas, of teacher expertise in order to use teachers in both schools as resources for learning.

In the area of curriculum topics, the third question, teachers listed such items as the development of entry and exit skills, the sharing of course objectives and goals (a number of departments did this), the development of a sequential curriculum outline, grading procedures, curriculum overlapping, textbooks, prerequisites for courses, and developing new and more relevant courses.

Finally, several departments planned another meeting in the late spring and some departments have planned further activities dealing with several of the suggestions listed above. From the reports it was obvious that lines of communication were open and flowing and many ideas were produced that would aid in any articulation endeavor. However, a formal evaluation was conducted to determine the final success of this activity and it is to that evaluation the reader's attention is now directed.

Evaluation, analysis, and interpretation: A seven item questionnaire containing 10 yes or no responses and two open-ended responses was administered to a total of

127 teachers and department chairmen, representing 14 departments who had been involved in the program of articulation between the schools. There was a 98 per cent response to the survey. (See Appendix U: "Evaluation Questionnaire Combined".)

The evaluative criteria for this activity states that 80 per cent of the professional staff who have been involved in meeting and planning will indicate that communication had improved by answering 80 per cent of the questions on a questionnaire provided. Applying these figures, 80 per cent of 127 would be 102 and 80 per cent of ten (the number of questions) would be eight. Thus, to meet the objective criteria stated above, at least 102 of the 127 respondants would have to answer eight of the ten questions affirmatively.

Analysis of the questionnaire reveals that 87 staff members responded positively to all 10 questions; 21 responded affirmatively to nine questions; nine responded affirmatively to eight questions; four responded to seven; two, positively to six; three, positively to five; and only one responded positively to four. Thus, 117 or 92 per cent responded positively to at least eight of the 10 questions and this easily met the objective criteria.

A question by question analysis reveals some interesting data. Question one having five sub-questions was an attempt to determine both directly and indirectly how helpful a meeting of this kind between the departments and personnel of paired schools would be. Ninety-eight per cent indicated understanding had increased; 94 per cent felt the meeting had fostered more cooperation; 91 per cent felt attitudes had improved; 84 per cent felt morale had been improved; and in answer to the direct question of whether the meeting had improved communications, 96 per cent answered affirmatively.

In questions two and three, 95 per cent felt such meetings should be continued, and 93 per cent wanted to see more programs of this kind. In question four, 95 per cent indicated that this kind of program was helpful for the exchange of ideas. In question five, 94 per cent felt that if time were provided they would like to have more meetings, and finally, in question six, 98 per cent indicated that time for such meetings should be set aside in next year's calendar.

Question seven elicited two kinds of open-ended feedback responses. The first asked for a brief explanation of any no answer to the previous ten questions and the second asked for comments, observations, etc. on any aspect of the program.

In the former, analysis revealed that most explanations for any no answer to the first five questions, expecially in the areas of attitudes and morale, indicated that they felt there simply was no problem in these areas. Likewise, most all explanations of any no response to the question of having more meetings, simply indicated that one was sufficient each year.

In the latter question which elicited comments and observations analysis revealed overwhelmingly positive comments such as "The program was helpful and informative"; "We need more programs of this kind"; "More time is needed for such programs"; and "It's important to get involved in each other's programs". These were typical of the comments made and reflected again the positive percentages indicated above.

A comparision of the intermediate staff responses and the high school staff responses is revealing. (See Appendix V: "Evaluation Questionnaire Intermediate"; and Appendix W: "Evaluation Questionnaire High School".) In the former there were two questions which elicited a 100 per cent positive response, increased understandings and time set aside in next years calendar for similar meetings. In the latter these precentages were 97 and 96 respectively. Among the intermediate staff the lowest percentage, 87 was registered in question 1 c, improved morale. This same question elicited the lowest percentage response, 83 per cent, among high school personnel. All other percentage responses ranged from 95 per cent to 98 per cent among intermediate school personnel and from 90 per cent to 94 per cent among the high school staff.

A further analysis of the responses from each of the 14 departments from both schools who met together is even more revealing. The 14 departments are Art, Business, Distributive Education, English, Foreign Language, Guidance, Health and Physical Education, Home Economics, Industrial Arts, Library, Mathematics, Music, Science, and Social Studies. (See Appendix X: "Responses By Departments".)

Three departments, Art, Guidance, and Home Economics, representing 19 staff members gave no negative responses and this gave a 100 per cent positive response; three departments, Business, Health and Physical Education, and Math representing 33 staff members gave only one negative response each and this gives a 99 per cent positive response; three departments, Foreign Language, Library, and Music representing 19 staff members gave two negative responses each and this gives a 99 per cent positive response; the Industrial Arts department representing eight staff members gave three negative responses and this gives a 98 per cent positive response; the Science department representing 12 staff members gave five negative responses and this gives a 96 per cent positive response; the English and Distributive Education departments representing 24 staff members gave eight negative responses each and this gives a 93 per cent positive response; and finally the Social Studies department representing 12 staff members gave 28 negative responses and this gives a 77 per cent positive response. It is interesting to note that in 13 of the 14 paired departments in both schools representing 115 staff members only 33 negative responses were recorded out of a possible 1,150 negative answers (number of questions (10) multiplied by number of staff member respondents (115). Consequently, this yields a positive response of 97 per cent. Even when the Social Studies department is included in the total, the positive response is still 95 per cent!

In reviewing the analysis and interpreting the results of the questionnaire, it is obvious that the objective was highly successful on several dimensions. The basic purpose for meeting and planning together was to help improve communications and as seen from that statistic 96 per cent felt the program accomplished its purpose. In addition, 94 per cent or better felt that as a result of meeting and planning together understanding and cooperation were increased and attitudes improved. In contrast only 85 per cent felt morale was improved but in most cases this was because those meeting and planning felt there was no morale problem and hence marked the item negatively.

It is also obvious from the open-ended responses that these meetings are helpful in the exchange of ideas and that they should be continued on a permanent basis each year, being included in the preparation of the yearly calendar.

The intermediate school personnel responses and the high school personnel responses were relatively very similar with the intermediate school registering higher positive percentages for every item. This was also borne out in the percentages for each department as the intermediate school departments each recorded a higher positive response than their counterpart in the high school. A partial answer for this may be in the personalities of the individuals involved or the answer may be in the fact that in a number of departments in the high school, some of the personnel teach eleventh or twelth grade students. Consequently, these same teachers may feel that the development of an articulation program between the ninth and tenth grades does not really concern them as much as the tenth grade teachers.

Finally, in observing the statistics from the Social Studies department, there was only a 77 per cent positive response which was 16 percentage points below the lowest percentage recorded for any of the other 13 departments. Upon further investigation, the reason for such a low percentage became apparent. At the joint meeting the high school department set a negative tone by dominating the discussion and speaking "down" to the intermediate department members by implying that the students they sent to the high school were ill-prepared. As a result of this behavior, a negative atmosphere developed in the meeting and consequently was reflected in the evaluations. The practitioner had emphasized this point several times earlier in preliminary meetings with department chairmen and again with all teachers in a general faculty meeting the day before the joint meetings. Failure to heed this admonishment is graphically illustrated in the results of the Social Studies department's evaluation.

Thus, the reader's attention is directed to the most dominant consideration when developing and planning meetings between the high school departments and the feeder school departments. A positive tone must be set and an atmosphere of cooperation and equality must be established by those occupying leadership roles in such an endeavor before many helpful and meaningful results can be realized. In setting this tone every effort should be expended to make sure no teacher in the upper grade levels implies or insinuates that lower level teachers are doing a poor job of preparing students for their next educational level.

In conclusion, it should be pointed out that despite this minor set back the meeting and planning activity was a highly successful endeavor in improving attitudes and communications, increasing understandings and cooperation, and in being helpful for the exchange of ideas between the staffs of the high school and intermediate school.

Therefore, from the observations gleaned and the analysis of the evaluation it is concluded that this kind of program should be an integral part of any articulation model.

Inter-School Teacher Exchange

Purpose: The purpose of this activity was to help establish more communication and understanding between teachers of the intermediate and high school.

Planning and implementation: The initial planning for this activity took place at the same time preliminary discussions were underway between the practitioner and intermediate principal concerning the January 23 activity involving the staffs of both schools. (See Objective: "Professional Staff Meeting and Planning") It was felt that the department chairpeople in their meeting could shoulder responsibility in identifying teachers in both schools teaching similiar subjects who would be willing to exchange positions for a day.

After the teachers had been identified they would get together after the joint meeting on January 23 to determine which day the exchange would take place, share lesson plans for the day as each would act as the other's substitute. In addition the teachers would be able to apprise each other of various aspects of their classes, the school, arrangements for parking, etc. In this way they would be better oriented and the exchange would be more meaningful.

It was decided that the program would be initiated during a six week period between February 1 and March 15 and forms were provided for reporting who would be involved and when the teacher exchanges would take place. (See Appendix Q: "Teacher Intervisitation Report Form".) This form would make it possible for appropriate personnel in both schools to be informed and would enable each principal to know when to distribute evaluation questionnaires to the participating teachers.

After the January 23rd meeting a problem developed. Several teachers felt that rather than a teacher exchange, an observation day needed to be provided. They indicated this would be more meaningful and would free them to simply observe and talk with other teachers and not be burdened with having to actually teach classes. The practitioner explained that one of the reasons for setting up the program in this way was financial. An exchange program would cost no money whereas an observation day would cost the system money for a substitute. In addition, some of the intermediate teachers felt that while the exchange might be beneficial to the high school teacher it would not be so beneficial to them. However most could see the benefit when it was pointed out that they could get feedback from their students who were now in the high school and establish an initial relationship with the high school department.

Consequently this feeling was present among some of the teachers as the program was initiated during the six weeks period from February 1 through March 15. Twenty-two teachers representing six departments were involved, and the program was accomplished with no problems at all.

On the appropriate day the teacher would report to the exchange school and be met by the department chairperson who would briefly orient the teacher concerning the department, make appropriate introductions, take the teacher to the room, plan to eat lunch with the teacher, and generally make the exchange teacher feel welcome. The teacher then goes through the schedule meeting each class, having lunch and becoming part of the staff for the day.

At the conclusion of each department's exchange visit(s), evaluation forms were given to each teacher involved. It is this evaluation upon which the reader should now focus.

Evaluation, analysis, and interpretation: A 10 item questionnaire eliciting 10 yes or no responses and two open-ended responses was administered to 22 staff members of the intermediate and high school within a day or two of their exchange visit. Eleven teachers from each school participated representing the following departments: four from physical education; two from English and math; one from foreign language and science; and one librarian from each school were involved in the exchange program for a total of 22 instructional personnel. There was a 100 per cent response to the survey. (See Appendix Y: "Evaluation Teacher Exchange Program".)

The objective criteria stated that "80 per cent of the participating teachers would indicate positive attitudes in the area of communication and understanding with their paired schools by answering affirmatively 80 per cent of the questions on a questionnaire provided". Applying the percentage criteria would mean that 18 teachers (80 per cent of 22 teachers) would have to respond affirmatively to eight of the questions (80 per cent of 10 questions) in order to accomplish the objective successfully.

Analysis reveals that 12 teachers responded affirmatively to all 10 questions; six responded affirmatively to nine questions; one, affirmatively to eight; one to seven; one to six, and one to only four. Consequently, 19 or 86 per cent responded affirmatively to at least eight of the 10 questions which meets the criterion limits established.

A question by question analysis is more revealing. Twenty-one teachers or 96 per cent felt that the exchange program had helped establish a line of communication between the schools and gave teachers a better understanding of their paired school. Nineteen teachers or 86 per cent felt the program had established a basis for the beginning of a spirit of cooperation between the schools and that the program was worthwhile. Twenty or 91 per cent recommended that other teachers be involved in the program while only 18 or 82 percent wanted to see the program expanded. Twenty-two or 100 per cent felt that the program helped to develop a more understanding attitude toward their paired school. Twenty or 91 per cent felt more programs of this nature should be developed between the two schools and 18 or 82 per cent felt they now had a "better feeling" about their paired school than before the program. Finally, all of the intermediate teachers or 100 per cent indicated they were able to get "feedback" from the students at the senior high and all high school teachers or 100 per cent felt that the intermediate students benefited by asking questions about the high school to which they would be going in the fall.

Before discussing the two open-ended questions an observation should be made relative to a comparison of responses between intermediate and high school teachers. The intermediate teachers were overwhelmingly more positive in their responses than high school teachers. There were 16 "no" responses to the questions and of that number the intermediate teachers had only two. Nine of the 11 participating teachers responded affirmatively to all questions while two responded affirmatively to all but one question. The high school teachers had 14 "no" responses. Four teachers marked all responses positively; three marked all but one positively; one all but two positively; two all but three positively; and one marked only three of the 10 questions positively.

Returning to the analysis, open-ended question nine sought a reason for any no answer. The responses were revealing. In some cases teachers indicated some problems in communicating with their paired teacher.

Several teachers indicated the program was large enough without expanding it. In response to question seven of having a "better feeling" about the paired school as a result of the program, several simply felt that there was no change in their feeling toward the other school. Two felt their feelings had changed in a negative manner.

Responses to question 10 were interesting and informative. There were many positive comments such as "excellent program", "useful and enjoyable", "contributes to better understanding", "educational and inspiring", "a worthwhile program". Several teachers wanted the program expanded into several days rather than just one day while another felt a student exchange program would be beneficial. Finally, many teachers felt that they would like to have a day of observation in the feeder school unencumbered from any teaching duties during which time they could observe other teaching techniques and share ideas with their counterparts. This would take place prior to the actual day set aside for the "exchange".

In reviewing the analysis and interpreting the data this teacher exchange program was most successful. The primary purpose was to develop positive attitudes between teachers of paired schools in the areas of understanding and communication. Ninety-six per cent of the teachers felt the program accomplished this goal. In addition, every participating teacher felt that as a result of the program they had a better understanding of their paired school.

It is interesting to note two ancillary consequences of the program also. It is obvious from the data that intermediate teachers felt they were able to get "feed-back" from students who had previously attended the intermediate school. It can be assumed that such feed-back will be helpful to the intermediate teacher in planning for their students. Secondly, the high school teachers felt the intermediate students were helped and benefited from being able to ask questions concerning the high school. Thus, the program provided an opportunity for another "contact" with the school to which the student would be going next year. Again we can assume this would have a positive effect on the smooth movement of students from one educational level to the next.

As noted earlier, intermediate teachers were much more positive in their comments and responses than high school teachers. The reason for this may lie in the fact that high school teachers in some cases may perhaps "look down" to a degree on those teachers on a lower level and in a different building than they. Thus, this would be reflected in their responses.

Replies to the open-ended questions indicated the overall positive reaction to the program. It is most revealing that many of the program participants felt the need and desirability to have some observation before the teaching exchange would take place and certainly this would seem to strengthen any program of such a nature. Consequently, in planning these kinds of programs, observation days, as well as exchange days would seem to be the best combination and yield the most positive results.

Finally, it is concluded that as one component of any articulation endeavor a program of teacher "observation" and "exchange" should be planned and implemented. Such a program should develop positive attitudes between the professional staffs of paired schools in the areas of communication and understandings.

Curricula Familiarity of Feeder School Personnel

Purpose: The basic purpose of this objective was to familiarize the feeder school guidance staff and curriculum specialists with courses and course level offerings at the secondary school level.

Planning and implementation: In order to accomplish this objective the practitioner met with the director of secondary curriculum for the school system to determine how best to insure that guidance counselors and curriculum specialists would become knowledgeable of curriculum offerings. After several talks the director wished to initiate a program with this objective in mind. There had been some discussion in previous years about developing a program city-wide which would accomplish just such an objective. The practitioner agreed and would provide assistance in planning as well as be responsible for the final evaluation of the activity. The basic idea for the program was to have the subject area supervisors for the school system play the major role in presenting such a program to all secondary counselors, curriculum specialists, and other administrative personnel of the school.

In November the basic concept was presented to all subject area supervisors at their regular instructional meeting. They endorsed the idea unanimiously. At another meeting in December preliminary planning began for the activity and a tentative date set.

In January after input from various echelons of personnel a preliminary plan was advanced by the director of secondary curriculum for the program to be held February 26. The plan called for the program to be conducted in two parts. The first part would consist of orientation sessions beginning at 4:00 p.m. and continuing until 6:30 p.m. The second part of the program would be a dutch treat dinner followed by pertinent remarks from the superintendent and assistant superintendent for instruction.

In the first part of the program three sessions of approximately 50 minutes each would be provided and the participants would be divided into four groups. The presenters, representing all subject areas, were grouped into three categories - the humanities, the sciences, and the vocations. Within each of these categories a certain amount of time was given each presenter for their particular subject area. It should be pointed out that the vocational group actually was sub-divided so that there were two sections of this group. The rotational arrangement of the groups was such that at the end of the two and a half-hour period all participants would have been rotated through all the stations. For a further clarification of this rotational arrangement the readers attention is directed to Appendix Z: "Curriculum Workshop Program".

Again, during this meeting several other items were pointed out and discussed. First, all subject area supervisors needed to be sure and keep in mind the basic purposes of the orientation. These were to transmit to those attending the sessions pertinent information about their subject; to clarify scope and sequence with the discipline; to outline program or career possibilities with the discipline; and to sell the subject area in the most informative and interesting manner possible. Secondly, space requests needed to be made known before final planning could take place as well as requests for audio-visual equipment. Thirdly, assignments were made concerning responsibilities for seeing that name tags, rotational assignments, invitations issued, etc. would be accomplished as well as contact made with food services for their planning of the meal. Finally, a time was set for a last meeting to wrap up plans for the activity.

On January 20 a final meeting was held. It was discovered that all of the assignments had been completed. In addition each supervisor briefly presented the scope and sequence of his subject, explained any changes in his discipline and clarified any areas of concern to counselors in their spring registration. Additionally, the subject area supervisors decided to use visuals whenever possible, prepare concise informational "hand-outs" where practicable, use department chairmen where desired, and adhere to a particular time schedule. (See Appendix AA: "Curriculum Workshop Hand-outs".)

On February 26 approximately 65 guidance counselors, administrators, and central office personnel participated in the curriculum workshop. As they arrived, each participant was given a name tag on which was a number designating a group assignment, a program in which was listed the rooms designated for the various groups, and an outline of the program for the session. (See Appendix Z: "Curriculum Workshop Program".) The participants were then directed to the proper room. After a brief explanation of the total program for the evening the participants began their rotational sequence.

The workshop began on time and the rotational phase kept to the time limits established. At the conclusion of the last rotational session an evaluation form was completed by guidance counselors and curriculum specialists and returned to the practitioner. It is to that evaluation attention is now directed.

Evaluation, analysis, and interpretation: A nine item questionnaire eliciting seven yes or no responses and two open-ended responses was administered to 31 guidance counselors and 12 curriculum specialists at the conclusion of the last activity. There was a 100 per cent response to the survey. (See Appendix BB: "Course Familiarity of Feeder School Personnel".)

The evaluative criteria states that 80 per cent of the guidance counselors and curriculum specialists will be familiar with courses and course level offerings by answering affirmatively 80 per cent of the questions on a questionnaire. Applying these figures to arrive at the minimum criterion level to accomplish the objective successfully, at least 34 of the participants (80 per cent of the total 43 participants) would have to respond affirmatively to six of the seven questions.

Analysis of the questionnaire reveals that 39 participants responded affirmatively to all seven questions; one marked five affirmatively, one, three affirmatively, one marked two affirmatively, and one marked only one affirmatively. Since 39 or 91 per cent marked at least six of the seven questions affirmatively, the objective was accomplished within the criterion limits established.

A question by question analysis yields the following information. All 43 respondents or 100 per cent indicated in question four that they had become more knowledgeable about some courses. In question five, which was only for guidance counselors, 31 or 100 per cent felt that as a result of the program they would be better able to advise their counselees about elective subjects. Forty respondents or 93 per cent felt the program was both informative and worthwhile as was asked in questions one and two. Forty respondents or 93 per cent indicated in question three that they were more familiar with course offerings now than before the program. Likewise in question six 40 respondents or 93 per cent indicated that they felt they had a better understanding of the total elective program as a result of this activity. Finally, 39 or 91 per cent indicated in question seven that the program was a good way to familiarize the staff with courses and course level offerings.

In response to the open-ended question eight, the part of the program most beneficial to the respondent, a number of individuals indicated the sequencing of courses, and course explanations was very helpful. Most commented that all was beneficial. The response to question nine eliciting suggestions for improvement to the program, overwhelmingly centered on having the program earlier in the year and having it during a staff development day when students would not be in school.

In reviewing the analysis of the questionnaire and interpreting the results it is obvious that the program was most successful on a number of dimensions. The basic purpose of this activity was to have guidance counselors and curriculum specialists familiar with courses and course level offerings. As can be seen from a perusal of the statistics, better than 90 per cent of both groups felt this was accomplished. All of the counselors and curriculum specialists indicated they had become more knowledgeable on some courses.

All of the guidance counselors indicated they would be better able to advise their counselees concerning the elective programs and this was the ultimate purpose of the program. Thus, this objective was met totally. It also can be pointed out that the program should probably be held earlier in the year and instead of having it after school thought should be given to incorporating such a program as part of a staff development day when students would not be in school.

Consequently, it is concluded that as part of any articulation program such an activity as described above would be effective in familiarizing guidance counselors and curriculum specialists with courses and course level offerings and should be planned if at all possible for a staff development day in the school calendar.

Spring Orientation for Rising Tenth Grade Students

Purpose: The purpose of this objective was to have rising tenth grade students become knowledgeable of required and elective courses, graduation requirements, course descriptions, and the student activities program of the high school they will enter the next school year.

Planning and implementation: In approaching this objective the practitioner along with his assistant principal for curriculum and director of guidance realized quickly that the successful accomplishment of this activity would depend to a large extent on the planning and coordination effort cooperatively developed between the intermediate and high school. Consequently several meetings needed to take place so that the administrative and guidance personnel of both schools could develop such a program cooperatively.

However, before these meetings could take place some preliminary planning needed to be concluded by the practitioner and his staff. At these meetings held in December it was felt that the above purpose might best be accomplished through an orientation day involving two phases. The first phase would be establishing a number of stations through which the ninth grade students would rotate spending a certain amount of time at each station. The students would be divided into the appropriate number of groups and rotated through the schedule. At each station various curriculum offerings and programs available for tenth graders would be explained by high school students who either were in that particular program or had been in the program. It was felt that such an arrangement might be more meaningful to the students and help them be more knowledgeable in choosing elective subject offerings and programs as they began their last three years of secondary education.

The second phase of the activity would be an assembly program in two parts. First a slide show presentation with sound depicting various student activities at the high school. Secondly, a presentation of graduation requirements including a discussion of required and elective subjects and a presentation of the activity program. In addition a guidance handbook which would include all of the above items would be distributed.

After this preliminary planning in December the first meeting with the feeder school to cooperatively plan this activity (although some preliminary planning had taken place between the two principals and one or two staff members) took place in January. The meeting was held at the intermediate school with several members of the intermediate guidance staff, including the guidance director, the principal, and assistant principal for instruction. The high school was represented by the principal, the assistant principal for instruction, and guidance director. The plans for the activity were discussed as outlined above and warmly received by the intermediate staff. The intermediate counselors through individual and group conferences had the responsibility of seeing that the rising tenth graders were aware of required and elective courses, graduation requirements, and course descriptions. They felt that the proposed program would supplement and compliment this effort on their part and consequently were elated with the possibilities such a program offered. After a few minor adjustments and suggestions final agreement was reached and tasks assigned for the cooperative endeavor.

The intermediate school would arrange for six stations to be available, divide the ninth grade class into six groups, arrange for appropriate teachers to be in each group, see that guidance handbooks would be distributed, and see that other necessary logistics for the activities were carried out. The high school would provide the program format for both the assembly and the group rotational program.

The date for the activity was set for March 3 and a last meeting between the two schools set for February 23 in order to make final preparations for the program. It was then necessary for the practitioner and his staff to finalize several tasks falling in their realm of responsibility.

The first task was developing the assembly program whose purpose was to help the ninth grade students become knowledgeable of graduation requirements including the number of required and elective courses and to know what was available to them in the student activity program.

The guidance staff was assigned the responsibility on the program of presenting the former while the activities director and SCA president were given responsibility for the latter. In addition the yearbook staff and sponsor had been assigned responsibility for developing a sound slide show presentation depicting student activities at the high school. This would become part of the assembly program.

The second task in preparation for the orientation day centered on the development of the rotational program whose purpose was to inform the students of elective course content and availability of such. The consensus was that this could best be accomplished through a meeting with department chairpeople. Already it had been decided due to space and time requirements at the intermediate school that only six stations would be available and time only allowed for twenty minutes in each station.

Consequently, it was determined that art and music would be one station, business, math, and science another, physical education and military science another, industrial arts still another, English, foreign language and social studies still another, and finally home economics and distributive education, the sixth station.

As mentioned earlier each station would be manned by several students who either had the courses, were taking the courses, or were knowledgeable concerning the courses. It would become the task of the chairperson of each department to identify, select, and work with the high school students in their presentations of these courses to the intermediate students.

This meeting with the department chairpeople took place on February 18. An explanation of the purpose and requirements of the program was discussed. The idea was received enthusiastically, and it was decided that tenth grade electives would be emphasized but the sequential programs would be mentioned, especially in business, distributive education, and other vocational programs. The amount of time allotted each department as well as what was expected was handed out and discussed. (See Appendix CC: "Emphasis on Spring Orientation Program".)

Finally, the names of all participating students needed to be turned in one week prior to the program so the practitioner and other staff members involved in this activity could meet with these student presenters. This meeting took place several days prior to the orientation program. At the meeting the practitioner went over the program for the activity when and where to assemble on the day of the activity, various logistical problems, and answered any questions which the students raised.

On February 23 the practitioner, assistant principal for instruction and director of guidance met again with the guidance and administrative personnel of the intermediate school. It was at this meeting that teacher assignments were made to help supervise in each of the six stations and final details were concluded concerning distribution of the guidance handbook, and forms for the evaluation of the activity.

On March 3 the orientation program was carried out successfully. The high school students arrived at the intermediate school in time to set up their stations and the intermediate students began the rotational phase of the orientation day activities. (See Appendix DD: "Rotational Station Assignments".) At each station the high school students explained the various courses to the ninth graders and answered any questions which were raised. In addition each ninth grader had been given the "Guidance Handbook" which had been developed by the practitioner and his staff. In it was listed each elective subject along with a description of the course. (See Appendix EE: "Guidance Handbook".) The rotational phase of the orientation program lasted all morning.

At the conclusion of lunch the second phase of the orientation program was initiated with the assembly. Each student brought his "Guidance Handbook" to the assembly and in addition was given a list of student activities available at the high school. (See Appendix FF: "Co-Curricular Activities Available at Warwick".) After the practitioner introduced appropriate personnel the SCA president and vice-president explained the student activity program and the guidance director explained the graduation requirements including required and elective courses and credits. The students were reminded that graduation requirements including the number of required and elective courses could be found in the "Guidance Handbook". The assembly program was concluded with a slide show presentation of activities depicting school life at Warwick High School.

The next day a random sample of students were surveyed to determine the relative success of the spring orientation program. It is to that evaluation the reader's attention is directed.

Evaluation, analysis, and interpretation: A 10 item questionnaire eliciting 13 yes or no responses and one open-ended response was administered to 101 ninth grade students the day after the orientation program was held. The students were randomly selected by taking every fifth name from a list of all ninth graders who attended the program. (See Appendix GG: "Spring Orientation for Students Evaluation Form".)

The evaluation criteria states that 80 per cent of the rising tenth grade students will indicate they have knowledge of required and elective classes and course descriptions, graduation requirements, and the student activities program by affirmatively answering 80 per cent of the questions on a questionnaire. Applying these figures to arrive at the minimum criterion level set in order to accomplish the objective successfully, at least 81 students would have to respond positively to at least 10 of the 13 responses. (80 per cent of 101 students (81) and 80 per cent of 13 questions (10))

Analysis of the questionnaire reveals that 49 responded affirmatively to all 13 questions; 22 responded affirmatively to 12 questions; 13 replied positively to 11 questions; eight responded positively to 10 questions;

five responded positively to nine questions; two to eight questions; one to seven; and one responded affirmatively to only six questions. Since 92 or 91 per cent of the students responded affirmatively to 10 or more or the questions, the object criterion was easily met.

The data is more revealing on a question by question analysis. One hundred one or 100 per cent of the students felt that the program was helpful and worthwhile; 97 or 96 per cent felt the senior high students presented the courses in an understanding way; 85 or 84 per cent felt they had a better idea after the program than before of what courses to sign up for; 95 or 94 per cent felt the guidance handbook was beneficial to them; 98 or 97 per cent indicated the program should be presented again next year to ninth grade students and that they knew how many total credits were required for graduation; 95 or 94 per cent felt they had a better idea about required subjects; 97 or 96 per cent felt they had a better idea about elective subjects; 92 or 91 per cent, a better idea about graduation requirements; 97 or 96 per cent felt they knew the difference between a required subject and an elective subject. When asked whether they had a better idea now about the student activity program, 82 students or 81 per cent indicated affirmatively and when asked if they knew what extra-curricular activities were available for them at the senior high school only 73 or 72 per cent answered affirmatively.

Responses to the open-ended question were varied and about a third responded. Many expressed a great satisfaction with certain student presentations. Some felt that they could not hear all of the presentations as well as they would have liked while others felt more time was needed. Most of the comments were positive indicating appreciation for such a program and reflecting largely the positive precentages in the questionnaire.

In reviewing the analysis and interpreting the results the program was most successful on several dimensions. First, all students felt the program was helpful and worthwhile and 97 per cent even indicated it should definitely be presented each year. The student to student presentations were received positively and generated enthusiastic support from the students. Secondly, it is obvious that because of the program 91 per cent or more of the students had a better idea of graduation requirements, required courses, and elective courses.

Thirdly, the guidance handbook was felt to be most helpful as students indicated it was beneficial in the selection of elective courses.

The dimension that elicited the least number of positive responses was the student activity program. From responses to this question as well as comments in the open-ended question it would appear that another station should be set up for just extra-curricular activities. Since this approach was successful for elective courses it seems to follow that this would be a better way to introduce the students to the student activity program. Consequently, this should be kept in mind in the production of the final articulation model.

It would appear therefore, that in the development of an articulation model, a spring orientation program for students should be planned and implemented with the modifications indicated above. Such a program should familiarize rising tenth grade students with required and elective courses, course descriptions, graduation requirements, and the student activities program.

Parent Orientation

Purpose: The purpose of this objective was to give parents of incoming tenth grade students a knowledge and understanding of the curriculum including required and elective courses, graduation requirements, course descriptions, general requirements and expectations, and extra curricular activities.

Planning and implementation: In order to accomplish this objective the practitioner held several meetings with his assistant principals and director of guidance to plan and organize the activity. The first meeting was held in December to determine strategies, set a tentative date for the orientation, and ascertain the required inputs to accomplish the objective.

In looking again at the purpose of this objective and what information needed to be provided parents, it was determined that this could best be done through small group presentations. It was also felt that in order to reach as many parents as possible the same program would be presented two separate nights, one at the high school and one at the intermediate school (the two schools are twelve miles apart at opposite ends of the city). It would also probably reduce the number of parents at any one location thereby enabling the groups to be kept smaller.

With this in mind attention was focused on how best to present the material in a meaningful manner. It was decided that a guidance handbook needed to be developed which would include a complete description of all elective courses by departments, graduation requirements with the number of required and elective courses, and other information about the guidance department. (See Appendix EE: "Guidance Handbook".) The assistant principal for instruction and director of guidance were assigned this task. Secondly, a listing of all extra curricular activities, clubs and organizations available in the high school needed to be compiled. (See Appendix FF: "Co-curricular Activities Available at Warwick".) This task was assigned the assistant principal for student affairs and the activity director. Finally, information relative to school expectations including rules and regulations and the attendance policy needed to be produced. (See Appendix HH: "General Requirements and Expectations For Incoming 10th Graders" and Appendix II: "Attendance Procedures".) The assistant principal for administration and the principal took this assignment. Several dates for the meetings were discussed as well as an overall format for the meeting itself and the next meeting was slated for January.

At this meeting it was discovered that the tasks assigned at the last meeting were being accomplished on schedule. It then remained to determine the procedure for the night, set the exact date for the meetings, and assign final responsibilities to be completed at least a week prior to the orientation programs. The determination was made that all parents and school personnel would assemble initially in the auditorium to begin the activities for the night. Here the principal would give a welcome, introduce appropriate school personnel, explain the procedure for the night, and break the parents up into three groups.

Each group would circulate through three stations staying at each 20 minutes during which time various aspects of the school program would be explained, relevant material passed out, and any questions answered. A fourth 20 minute period would be provided so that any parents who wished further clarification on any subject presented would have the opportunity to go back to that station or those stations for such clarification. Of course, any parent wishing to leave at this time could do so.

At one station parents would be exposed to various aspects of the curriculum including course descriptions, required and elective courses, graduation requirements, and alternative programs available. In another station parents would be given information concerning the co-curricular program and all of the activities available here. Finally, at the third station general behavior expected of all students would be explained including specific rules and regulations as well as the attendance policy.

After the above procedure for the meetings was discussed and finalized, the dates for the two meetings were set. The practitioner had been in touch with the intermediate principal and the night of March 1 was convenient at his school. March 2 was set for the high school program. It now only remained to assign final tasks which were to be completed before our next meeting, set one week prior to the March meetings. The assistant principal for student affairs needed to place this date on the activity calendar and to see the director of adult education and have him cancel classes scheduled for that night at the high school. The assistant principal for administration would see that needed rooms and spaces were provided along with any equipment needed for the presentations. In addition, he would have the responsibility of coordinating the physical arrangements with the intermediate school staff.

The last task was taken by the practitioner who was to compose and mail a letter to the parents of each incoming tenth grader inviting them to the program. (See Appendix JJ: "Letter for Parent Orientation Night".) In addition, the practitioner also assumed the task of keeping in touch with the intermediate principal to be sure no problems were developing at that end of the project.

On February 24 a final meeting was held and it was discovered that all assigned tasks were completed and everything was in readiness for the two night's activities. The intermediate personnel had been contacted and a check revealed assigned tasks there had been completed also.

On March 1 at the intermediate school and on March 2 at the high school parents assembled and the program proceeded as planned with no apparent problems. An evaluation was carried out at the conclusion of both programs and it is to that evaluation attention is now directed.

Evaluation, analysis, and interpretation: An eight item questionnaire requiring 10 yes or no responses was developed and administered to 66 parents upon the completion of the parent orientation activity. (See Appendix KK:

"Parent Orientation Evaluation Form".) There was a 100 per cent response to the survey. Nine of the responses were yes or no while one question was open-ended and asked how the program could have been more meaningful as well as any other comments the participants wished to make.

The criterion referenced performance objective stated that "80 per cent of the participating parents of rising tenth grade students will indicate a knowledge and understanding of course offerings, general school regulations and expectations, and available student activities by answering affirmatively 80 per cent of the questions on a questionnaire". This would mean the 53 parents (80 per cent of 66) would have to respond affirmatively to eight of the 10 questions (80 per cent of the 10 question responses) in order to accomplish the objective successfully.

Analysis reveals that 60 parents responded affirmatively to all questions; two parents responded affirmatively to nine questions; two responded affirmatively to eight; one responded affirmatively to seven; and one parent responded affirmatively to only three. Since 64 parents or 97 per cent indicated a positive reply to at least eight of the 10 responses, the objective was easily met within the criterion limits established.

A question by question analysis yields the following results. Sixty-five parents or 98 per cent felt the program was worthwhile and helpful in orienting them to Warwick High School. As a result of the program 62 parents or 93 per cent felt they had a better understanding of extra-curricular activities; 64 parents or 97 per cent felt they had a better understanding of elective courses, graduation requirements, and course descriptions; and 65 parents or 98 per cent felt that as a result of the program they had a better understanding of required courses and school regulations; 64 or 97 per cent indicated that as a result of the program they could better counsel their child about attending Warwick High School the next year. Finally, 66 or 100 per cent of the parents felt that this program should be held every year for parents of rising tenth graders.

Questions six and seven attempted to determine the validity of having the program at two locations. Sixty-four or 97 per cent felt that it was more convenient while 55 or 83 per cent felt that having it at the two locations made it possible for them to attend.

Replies to the open-ended question eight elicited many positive statements indicating that the program was well-received and appreciated. It was a further indication and reflection of the overwhelming positive response to such a program. Comments ranged from a statement of satisfaction to statements indicating that the program was helpful, informative and inspiring. Several suggestions were advanced as to how the program could have been improved. They included having a tour of the building, having the children with the parents, and shortening the program about fifteen minutes.

In reviewing the analysis and interpreting the results of the data the orientation program for parents was a great success. The lowest percentage of positive responses was 93 per cent this was in only one question. All other questions yielded 97, 98 or 100 per cent. It was somewhat of a disappointment that more parents did not attend. However, this kind of program has never been presented before and it is felt that because of the enthusiasm with which it was received the idea will surely spread and numbers will increase next year.

One of the most heartening responses was the number of parents who felt that because of the program they would be able to better counsel their children concerning their move to a new school. Of course, this was the "hoped for" consequence of such a program. Not only for the parent to be more knowledgeable about the school but also to be in a position to lend assistance to their children in this adjustment. Obviously, parents felt this consequence was realized.

It is also indicated that the program should be carried out each year since every parent surveyed felt that this should be done. It appears too that having the program in two locations and at different times will enable more parents to attend.

It is concluded then that as part of any articulation endeavor a parent orientation program should be planned in order for parents to become knowledgeable concerning course offerings, general school regulations and expectations, and available student activities.

Ability Level Assignment

Purpose: The purpose of this objective was to make certain that students were aware of their specific ability level assignment in certain subjects and were placed in their appropriate ability level group before arriving at the high school.

Planning and implementation: In order to achieve this objective the obvious solution was to have intermediate guidance counselors apprise students of their specific ability level placement during the counseling process when students are being registered for the coming year. It was also obvious that in order to insure that this objective would be met several tasks needed to be consumated.

First guidelines for the placement of students according to their ability needed to be made available to intermediate guidance counselors. Secondly, a meeting needed to be held between the intermediate guidance staff and high school guidance personnel in order to develop an awareness of the problem and the means for its solution. Finally, there needed to be a committment on the part of intermediate counselors that when they registered their counselees each student would be apprised of his proper ability level assignment.

In ascertaining the requirements for bringing the first task to completion the practitioner had anticipated the need for such a set of guidelines. As a result, it had been decided that one of the assignments to be accomplished at the planned meetings between the various departments of the intermediate and high school was the review of the grouping and placement guidelines. (See objective: "Professional Staff Meeting and Planning") This was to insure that a consensus would be reached by the departments of English, math, and science between the two schools as these are the only departments that group students. These meetings would be concluded and the guidelines completed before they would be needed by the intermediate counselors for registration purposes.

To accomplish the second task the director of guidance in the high school was given the job of establishing a meeting between the two guidance staffs. Such a meeting was to take place after the grouping and placement guidelines had been reviewed by the various departments and before the beginning of registration procedures. The third task would be completed at the coming meeting between the intermediate and high school guidance departments.

The practitioner received the completed grouping and placement guidelines several weeks before the meeting. On February 14 the meeting was held between the two departments. After the practitioner presented the problem the guidelines were distributed and a discussion ensued. The intermediate guidance staff understood the problem and accepted the challenge by committing themselves to seeing that each student at the time of registration is apprised of his/her ability level and understands it. A final meeting was held March 2 just before registration was to begin between the practitioner, his director of guidance and the intermediate school guidance staff involved in the registration. The purpose of the meeting was simply to be sure no problems had developed and that each student's ability level placement would be explained and emphasized at the time of registration. The extent to which this activity was successful is found in the following evaluation.

Evaluation, analysis, and interpretation: A seven item questionnaire which required nine yes or no responses was administered to a random sample of ninth grade students after they had completed registering for their tenth grade courses. (See Appendix LL: "Ability Level Evaluation Form".) One hundred six students comprised the random sample.

The performance objective for this activity stated that "80 per cent of the surveyed students will be knowledgeable of their ability level assignments as indicated by answering affirmatively 80 per cent of the questions on a questionnaire". This would mean that at least 85 students would have to respond positively to a minimum of seven of the nine questions.

Analysis indicates that 46 students responded affirmatively to all nine questions; 32 students responded affirmatively to eight questions; 18 indicated a positive response to seven questions; eight responded affirmatively to six; and three responded affirmatively to five or less of the questions. Since 96 students or 91 per cent responded affirmatively to seven or more of the questions, the objective was met successfully within the criterion limits set.

Looking at each question the following results are noted. Ninety-seven per cent understood two of the terms used to designate ability level assignments, 93 per cent understood a third indicator, and 82 per cent understood the fourth grouping indicator. Ninety-five per cent indicated they knew their English ability level assignment while 87 per cent knew their ability level assignment in other subjects. Seventy-five per cent stated that they were told their ability level assignment by their guidance counselor. However, 90 per cent felt that they were placed in an appropriate ability level and 83 per cent felt that they had a better idea this year about their ability level assignment.

In reviewing the analysis and interpreting the results of the questionnaire it certainly can be stated that this activity of informing students of their ability level assignment was successful. As indicated above 91 per cent of the students responded affirmatively to the questionnaire. This is a very high positive indicator of how well the objective was accomplished.

In response to the direct question of knowing their ability level assignments 95 per cent and 87 per cent respectively indicated they knew it. This combined percentage computes to 91 per cent (questions three and four) and this was the basic purpose of the objective. However, it is also important to note that better than 93 per cent indicated knowledge of the designations (R, Y, X) used to indicate a students ability level placement for a particular subject. Such knowledge would enable the student to know at a glance his ability level placement for any subject which was grouped. In addition, 90 per cent felt that they had been placed in an appropriate ability level and this would tend to indicate a very positive understanding of their placement. Finally, 83 per cent felt that they had a better idea of their ability level assignment because of this activity. This would appear to be a very positive improvement over what these students had previously understood concerning their ability level.

Thus it is concluded that such an activity should be planned in any articulation endeavor to make students cognizant of their ability level placement and to broaden their understanding of this concept.

EVALUATION

Several means were employed to evaluate this practicum. The first was successfully accomplished when the model handbook was submitted to the superintendent and his staff and recommended for adoption as the model for district-wide implementation. The second evaluation was conducted by two officials from the Division of Secondary Education, State Department of Education in Richmond, Virginia. The supervisors of both the senior high schools and junior high schools evaluated the model and filed their assessments with the practitioner. (See Appendix MM: "State Department Official Evaluation".)

Finally, in addition to an ongoing process evaluation which was carried out and which enabled the practitioner to modify aspects of the program as it was developed, product evaluation was also applied. This resulted in an internal summative evaluation wherein the statistical results of the needs assessment findings were compared with the statistical results of each objective. It is to that evaluation attention should now be focused.

The internal summative evaluation was completed through the successful accomplishment of each objective using the criteria stated within each of the objectives. Every objective was not only met within the criterion limits set, but was surpassed in each instance.*

In the Fall Orientation objective, 97 per cent responded positively which exceeded the criterion limits by 17 per cent. In the Individualized Student Orientation objective, 92 per cent responded affirmatively which exceeded the criterion limits by 12 per cent. In the Ability Level Assignment objective, 91 per cent responded affirmatively which exceeded the limits by 11 per cent. Likewise, in the Professional Staff Meeting and Planning objective, 92 per cent replied in the affirmative exceeding the criterion limit by 12 per cent. In the Teacher Exchange Program objective, 86 per cent responded affirmatively exceeding the criterion limit by six per cent. In the Course Familiarity of Feeder

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* The criterion percentage in each objective was 80 per cent. In the following discussion the reader may find the percentage used for comparison by referring to the "Evaluation" section in each of the objectives.

School Guidance Staff objective, 91 per cent responded affirmatively which exceeds the criterion limit by 11 per cent. The Spring Orientation for Students objective exceeded the criterion limit by 11 per cent as 91 per cent gave an affirmative response. Finally, in the Parent Orientation objective, 97 per cent of the parents responded affirmatively exceeding the criterion limits by 17 per cent. Consequently, in every objective the criterion limits established were surpassed by better than 10 percentage points except in one case which exceeded the criterion limit by only six percentage points.

However, the real evaluative test is how the system has been improved as a result of the implementation of the articulation model. More specifically, how students are better served and how their movement from the intermediate school to the high school has been facilitated as a result of the implementation of the model as compared to what problems occurred and what took place prior to the development of the model. Only from such a comparison can valid conclusions be drawn as to the real success of the model as an effective treatment for the problems discovered through the needs assessment.

A perusal of that needs assessment reveals problems in several areas as students move through the various educational levels in the school system. (See Appendix F and G) Thirty-seven per cent of the students indicated a problem in becoming familiar with their new building; 17 per cent indicated a problem with their schedule; and 22 per cent stated they had a problem with school rules and regulations.

The purpose of the fall orientation program objective was to help alleviate these three problems. A composite percentage of this objective derived by adding all the percentages of each question and dividing by the number of questions is 93 per cent. (See Appendix L) This means that after the objective was concluded there was only an average of seven per cent of the students who still had problems. A composite percentage of the three identified problem areas (37 per cent building familiarity; 17 per cent schedule difficulty; 22 per cent school rules and regulations) is 25 per cent. In comparing the two composite percentages it is easy to see that the problems identified were significantly reduced.

In looking more closely at the separate dimensions of the comparison only two per cent indicated that they still had a problem with their schedule after the orientation program, whereas 17 per cent indicated this as a problem area in the needs assessment; only seven per cent indicated a problem with becoming familiar with the new building after the orientation program, whereas 37 per cent indicated this to be a problem in the needs assessment; only eight per cent felt rules and regulations were still a problem at the conclusion of the orientation program, whereas 22 per cent indicated this to be a problem area in the needs assessment.

In addition, after the fall orientation program every student but one felt they had a better idea of what was expected of them because of the program and every student involved felt this orientation program should be continued each year. Thus, it can be concluded that this program alleviated significantly several problems which previously existed and helped in the articulation of students from the intermediate school to the high school.

Again, looking at the needs assessment other problems are evident. Twenty-nine per cent of the students indicated they did not understand and know what the graduation requirements were; 12 per cent and 10 per cent respectively indicated problems with required and elective subjects; 31 per cent felt they had an inadequate description of both required and elective courses before enrolling in them; and 59 per cent were not aware of what extra-curricular activities were offered before arriving at their new school.

In order to help alleviate these problems a spring orientation program objective was initiated. (See Appendix GG) As was done in the previous comparison a composite percentage for this objective yields a figure of 90 per cent. This means that at the conclusion of the program only an average of 10 per cent of the students felt they still had problems in these areas. A composite percentage for the problems just mentioned above is 28 per cent. In comparing the two composite percentages the problems were reduced significantly.

In observing the percentage responses on the "Spring Orientation" evaluation form to the problem percentages uncovered in the needs assessment the following comparisons can be stated. After the conclusion of this objective only three per cent of the students indicated they did not know how many credits were required for graduation and only nine per cent felt that they did not have a better idea about graduation requirements. On this dimension in the needs assessment 29 per cent did not know or understand graduation requirements. After the objective was concluded six per cent and four per cent respectively still did not have a better idea about required and elective subjects and only four per cent did not know the difference between a required subject and an elective subject. This compares according to the needs assessment with twelve per cent and ten per cent respectively of the students indicating they had problems with required and elective subjects. Again after the objective was concluded 16 per cent felt that they did not have a better idea of what courses to sign up for and only six per cent felt the "Guidance Handbook" was not beneficial in selecting courses. This compares in the needs assessment to 31 per cent who indicated they did not have descriptions of the content of required and elective courses before enrolling in them. Finally, 19 per cent felt that they did not have a better idea about the student activity program at the conclusion of the objective and 28 per cent did not know what extra-curricular activities were available to them before arriving at their new school. It also should be pointed out that every student felt that the program was helpful and worthwhile.

Thus in each of the specific dimensions indicated above there was a significant percentage reduction and in most cases a very significant percentage reduction of the problems identified in the needs assessment as a result of the successful completion of the spring orientation program.

The final problem identified in the student needs assessment questionnaire dealt with the students' ability level placement. Twenty-eight per cent of the students felt they had been grouped incorrectly and placed in the incorrect subject level while 31 per cent were not aware of their ability level assignments before leaving their last school.

Consequently an objective was developed and implemented, "ability level assignments", to alleviate this problem. The composite percentage for this objective was 89 per cent. (See Appendix LL) After the conclusion of this objective only 11 per cent of the students still felt that they experienced problems in this area. For comparative purposes the composite percentage for the problem indicated in the needs assessment is 30 per cent. Thus the comparison between the two composite percentages indicated that the problems were reduced greatly as a result of the implementation of this objective, from 30 per cent to 11 per cent.

Even more revealing is a comparison between the various dimensions found in the "ability level" evaluation questionnaire and the needs assessment. As a result of the accomplishment of this objective, only 10 per cent did not feel they were placed in an appropriate ability level, whereas in the needs assessment 28 per cent felt that they were incorrectly placed. An average of only eight per cent did not know how the various ability level terms were indicated (questions one and two) and only five per cent did not know their ability level in English while 13 per cent did not know their assignment in math, science, or geography. This compares in the needs assessment with 31 per cent who were not aware of their ability level assignment. Thus it is obvious that because of the successful implementation of this ability level objective, there was a significant reduction in the problems identified in the needs assessment relating to ability level assignment and awareness.

Before proceeding, attention should be focused on two other orientation program objectives, "Individualized Student Orientation Program" and "Parent Orientation Program".

The former objective was developed and implemented in order to provide those students who were new to the school and matriculated after the school year began with the same materials and information that the other students received through previous orientation programs. As can be seen from the evaluation the objective was highly successful, closely paralleling the responses in other objectives. (See Appendix M) Many times new students registering after the school year begins are forgotten with no provisions made for them. Consequently they have difficulty adjusting to the new school. Thus the inclusion of such a program in any articulation endeavor would seem prudent.

The latter objective, "Parent Orientation Program", was included in order to inform parents of incoming students about the new school. This was a highly successful objective. (See Appendix KK) All but one of the parents felt that it was helpful and worthwhile and all parents felt it should be held every year. All but two parents felt that as a result of the program they could better counsel their child about attending the new school next year. This was a most gratifying result and it is felt that such an orientation activity should be included in any articulation program.

In addition to the problems uncovered by the student needs assessment questionnaire the professional staff listed several other problem areas in their needs assessment questionnaire. First and foremost was the fact that 98 per cent of the respondants felt an articulation program was needed and that meeting and planning together of the professional staff in the central office and especially between paired schools was the vehicle through which other problems of articulation could be treated. The other problems were identified as communication, developing appropriate attitudes, understandings, and cooperation between paired schools, providing time for articulation, reviewing and/or developing grouping and placing guidelines, development of cooperative programs between schools, and understanding of the scoping, sequencing, and continuity of the curriculum.

As a result of these identified problems several objectives were developed and applied as treatments in an effort to help alleviate these problems. Thus, the extent to which the objectives were successful is the extent to which the identified problems were solved. It is to such a determination the reader's attention is directed.

The "Professional Staff Meeting and Planning" objective was the major treatment program developed to help alleviate most of the problems identified above. It was established as a direct result of the suggestions of the professional staff themselves.

The composite percentage of the positive responses of all dimensions covered in the evaluation questionnaire was 94 per cent.(See Appendix U) This indicated a very high degree of success for the overall objective. Basically this same positive percentage holds true on the separate dimensions of increasing cooperation and understandings, and improving attitudes and communication. In addition time was provided in the school calendar for this meeting and planning. Finally, within this objective, grouping and placement guidelines were developed and/or reviewed in order to be applied by the appropriate school personnel for proper placement and grouping of students. Hence, these identified problems were solved to a high degree by the successful development and implementation of this program.

Likewise the development and implementation of the "Inter-School Visitation Program" was a further attempt to improve and develop communications, attitudes, and understanding between paired school personnel. The composite response percentage for all dimensions of this objective was 91 per cent and the individual questions dealing specifically with communications and understandings as well as attitude elicited a 96 per cent positive response in the first two cases, and a 100 per cent response in the latter category. (See Appendix Y) It was also interesting to discover that every intermediate school exchange teacher felt they were able to get "feedback" from students at the high school. Also every high school exchange teacher felt the students at the intermediate school benefited by asking questions about the high school which they would attend the next school year. These were two ancillary consequences resulting from the program which were very positive.

In an effort to familiarize guidance counselors and curriculum specialists with courses and course level offerings an objective was established for this purpose. It was a city-wide effort involving counselors, administrators, and central office personnel.

The composite response percentage was 94 per cent positive indicating a most successful program. (See Appendix BB) In addition every participant felt more knowledgeable about course content and all guidance counselors felt that as a result of the program they would be better able to advise their counselees about elective subjects. Of course this was the basic purpose of the objective and obviously concluded very successfully. It should also be pointed out that as indicated above one of the problems identified by some of the professional staff in the needs assessment was concerned with the scope and sequencing of courses. In the open-ended question to this objective which asked for that part of the program each participant felt was most beneficial, a number of the participants indicated that it was this explanation of the scope and sequencing of courses. This was a gratifying result.

Thus this practicum effort was highly successful on each dimension evaluated. The Model Handbook of Secondary School Articulation was submitted to the Superintendent's Staff for adoption as the model for secondary school articulation in the school system. The external evaluation of the practicum by the two officials of the State Department was positive and encouraging.

Finally, each objective was successfully accomplished and even exceeded significantly the criterion limits imposed. Each problem identified in the students' needs assessment was significantly reduced, in most cases by one-half to two-thirds. The problems identified in the professional staff needs assessment were addressed in the accomplishment of several objectives established for this purpose. Each was successfully implemented and as a result each helped to alleviate the corresponding problem.

SUMMARY AND CONCLUSIONS

In conclusion this practicum was an attempt to design, develop, and implement a vertical articulation model between the senior high school and feeder intermediate school in the Newport News School System. The development of the model has resulted in the formalizing of processes and procedures which have been shown to be effective in facilitating the physical movement and social adjustments of students as they move from the intermediate school to the senior high school.

It was necessary in the development of the model to conduct a rather formal needs assessment from which specific problems were uncovered. Treatments in the form of criterion referenced objectives were planned, developed, implemented, and applied in an effort to alleviate the problems previously identified. Each objective was evaluated to determine its degree of success. In every case the accomplishment of the objectives resulted in a significant reduction of the problems uncovered by the needs assessment. Thus, the movement of students from the intermediate school to the high school was greatly facilitated by the implementation of the articulation model.

As mentioned earlier another practitioner developed an articulation program between the feeder elementary schools and the intermediate school while this practitioner was developing his program. The practices, procedures, and programs developed from both plans have been synthesized into one document. This document is a complete model handbook for secondary school articulation and may be found accompanying this practicum.

It is felt that the model has application in a number of ways. First, in school systems wherein there are no articulation programs, the model may serve as a guide in the development of such programs. Secondly, in school systems who have established programs of articulation various dimensions of the model's procedures and practices may prove useful. Thirdly, in school systems beginning to move into a middle, intermediate, or junior high school organizational arrangement the inclusion of the articulation model into these plans should be considered seriously. The model should prove particularly useful to such school systems in helping to prevent the problems of disjointedness and fragmentation from ever developing. Fourthly, the model has application with appropriate modifications to any articulation problem from grade level to grade level. Though the greater problems exist when movement takes place from school building to school building problems of adjustment still exist from grade level to grade level. Students and parents still need to be oriented to the next organizational level and school professional personnel still need to develop cooperation, communication, and proper attitudes as well as meet and plan together in order not to operate in an educational vacuum. With certain modifications the model should provide a basis on which to develop programs and practices to facilitate students' movement from grade level to grade level in any educational setting. Finally, it is the practitioner's belief that the results of this practicum effort having been accomplished in a natural setting at the actual school site will make a significantly useful contribution not only to this practitioner's own school system and other systems as well, but also will make a contribution to that body of educational knowledge concerned with this very problem of articulation.

With such applications of the model in mind the practitioner would recommend the following procedure that might be followed by others in situations similar to those in which this practicum was carried out and who may wish to emulate this effort.

1. Determine the specific problem(s) through a needs assessment.
2. Establish objectives, preferably in measurable terms and criterion referenced, to meet the needs or problems identified in the needs assessment.
3. Determine your strategies for achieving your objectives.
4. Determine your strategy for evaluating the overall effort. Be sure to include an ongoing process evaluation so you may modify your program as you proceed.
5. Use those aspects of this model applicable to the specific problems uncovered in your needs assessment.

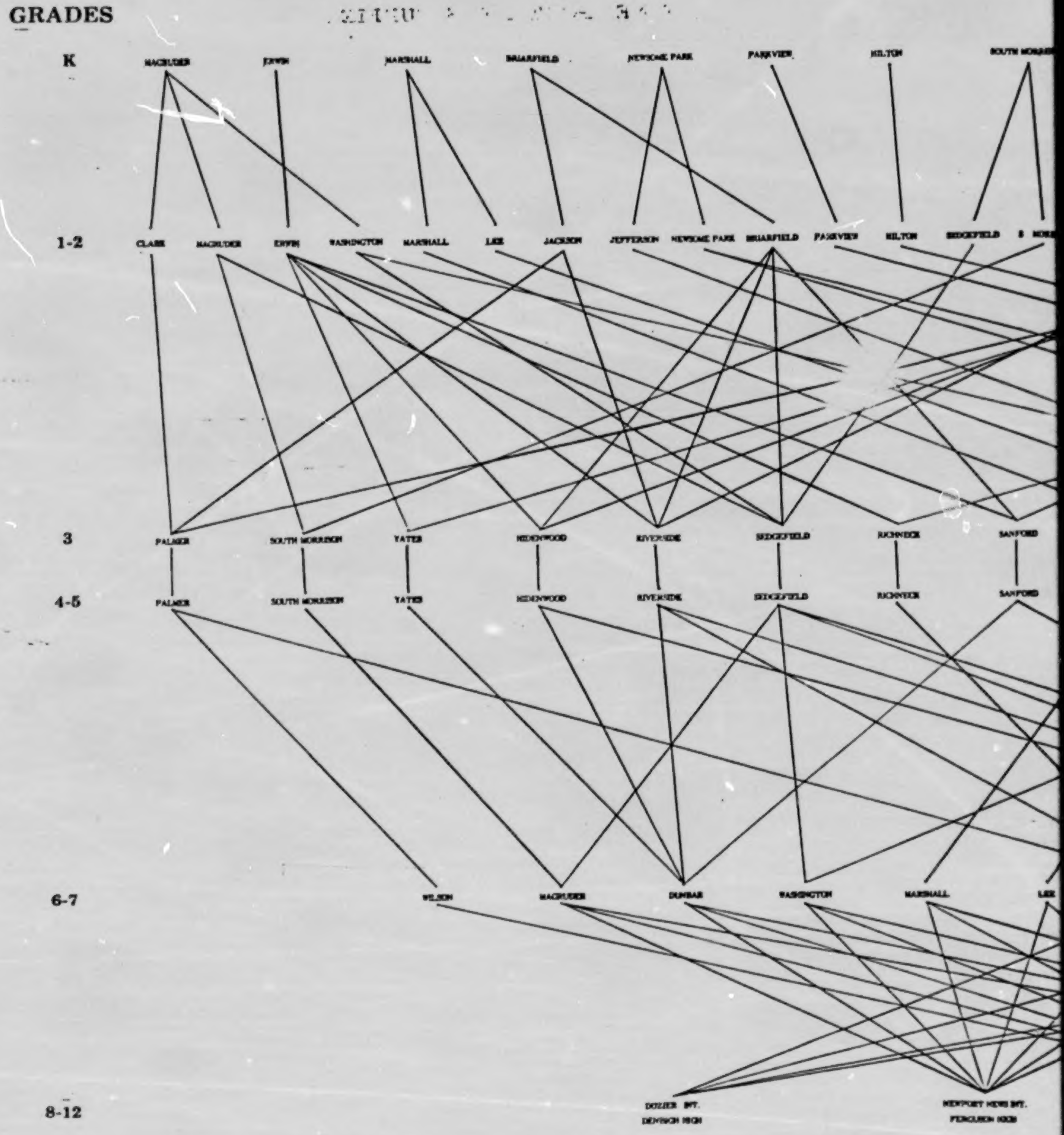
It is the desire and hope of the practitioner that the procedures, practices, and materials herein developed and implemented as well as the model handbook itself will prove useful and helpful to anyone who is faced with a similar problem. However, in using the model and applying its programs and procedures in analogous situations, the user is cautioned not to apply the model rigidly, but rather to be alert for creative modifications depending on the personnel involved and circumstances existing at the time of application. Thus the programs and procedures developed in this practicum may make it a little easier for fellow professionals in other school systems who, heeding the waste that comes from fragmentation and disjointedness, are seeking to put an end to such practices.

APPENDIX A

AN ANALYSIS OF THE STRUCTURE AND ORGANIZATION OF NEWPORT NEWS PUBLIC SCHOOLS

APPENDIX A

AN ANALYSIS OF THE STRUCTURE AND O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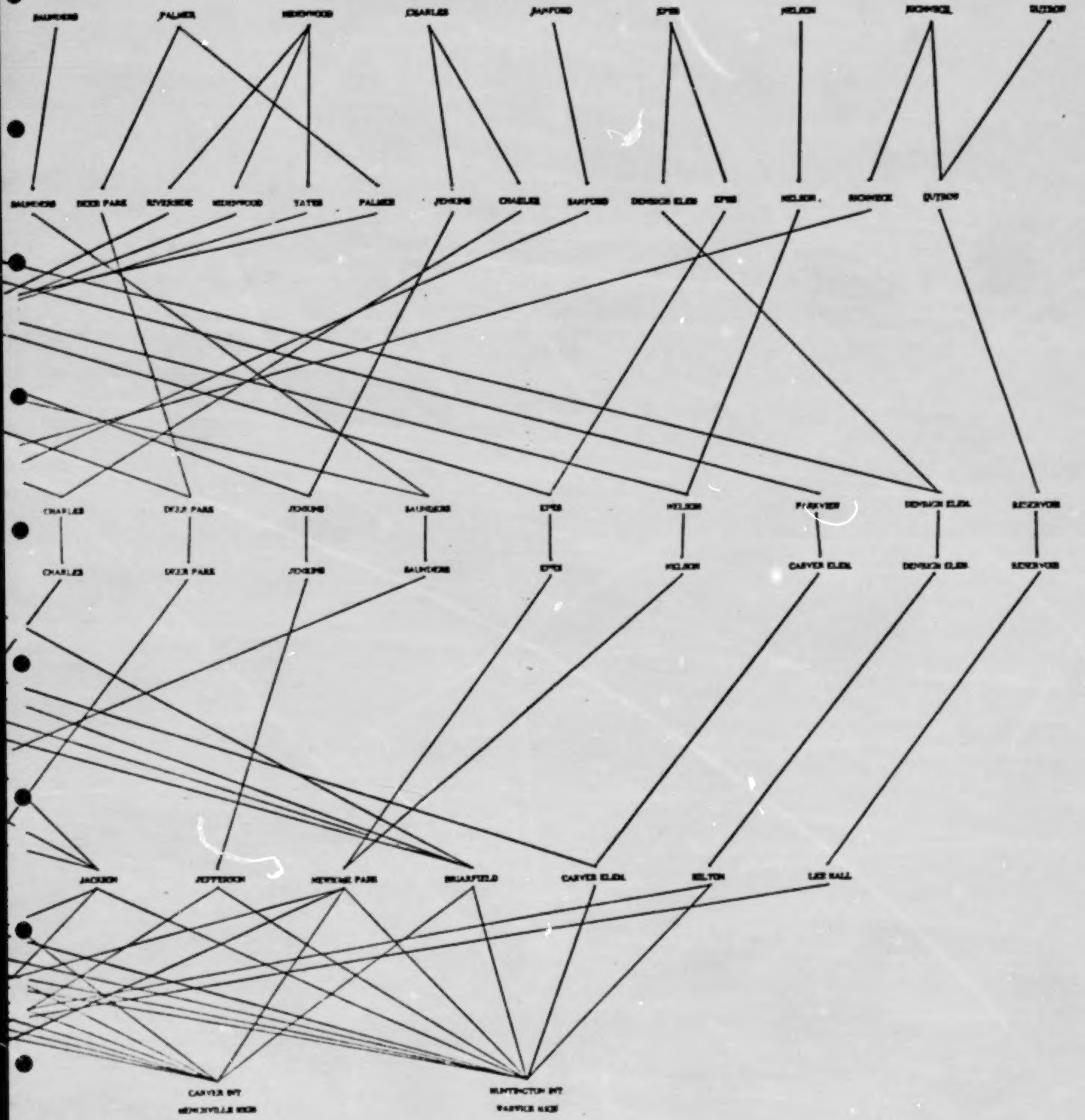
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APPENDIX B

ARTICULATION QUESTIONNAIRE

TEACHERS, SUPERVISORS, ADMINISTRATORS

There has been no system-wide formal articulation program between paired elementary and intermediate and intermediate and senior high schools since the inception of the intermediate-senior high organizational concept in August, 1971. Articulation is defined as providing continuity in programs and services to insure a smooth and effective transition for students between the various school units, elementary to intermediate and intermediate to high schools.

The purpose of this questionnaire is to assess your feelings in regard to the necessity for developing a system-wide articulation program.

With this in mind, it would be greatly appreciated if you would respond to the following questions as well as making any other comments in the appropriate spaces. Thank you for your time and concern.

1. Please check the following: I am a

a. _____ Teacher
b. _____ Department Chairman
c. _____ Guidance Counselor
d. _____ Supervisor
e. _____ Administrator

2. If you are a teacher or an administrator please check where you work.

a. _____ Elementary
b. _____ Intermediate
_____ 8th
_____ 9th
c. _____ Senior High
_____ 10th
_____ 11th
_____ 12th

3. An articulation program is needed between (please check one of the following):

a. _____ 7th and 8th grades
b. _____ 9th and 10th grades
c. _____ Both 7th-8th and 9th-10th grades
d. _____ No articulation program is needed

4. If you feel there should be an articulation program, please rank the following according to the importance to you (1st, 2nd, 3rd, 4th, 5th, 6st)

a. _____ Visitations: teachers, students, between schools;
b. _____ In-service meetings between the paired schools;
c. _____ Departmental chairman of paired schools meeting and planning together;
d. _____ Departmental members of paired schools meeting and planning together;
e. _____ Teachers, counselors, and administrators of paired schools (and supervisors) meeting and planning together;
f. _____ Student orientation programs for the next level.

5. Have you been involved in an articulation program _____ _____ (If your answer is yes, please print your name and school)
YES NO

Name ______________________ School ______________________

6. If you feel there should be an articulation program, what do you see as the greatest problems of articulation between the elementary and intermediate schools and intermediate and senior high schools?

7. Are there other aspects, concerns or phases of articulation that should be considered? Please specify.

8. Please list any comments you have in regard to articulation or developing and implementing such a program.

9. Would you be willing to serve on an articulation committee? If yes, please list name and school.

Name ______________________ School ______________________

APPENDIX C

STUDENT ARTICULATION QUESTIONNAIRE

Please circle your grade level - 8th, 9th, 10th, 11th, 12th

As you progress through school and complete certain grade levels, you must leave the programs of one school building and enter those of another. Such moves occur at the end of the seventh and ninth grades. That is, when you complete those grade levels, you are required to mov to a new school in another building to continue your education.

The movement from one school building to another may or may not have been smooth for you. By answering the following questions you ca help us decide whether or not a program should be developed to improv this transition for students.

1. If you had any problems when you made the change in school from th 7th to 8th grade or 9th to 10th grade, please check the blank opposite the item which caused the problem.
   - a. ____ Your schedule
   - b. ____ Required subjects
   - c. ____ Elective subjects
   - d. ____ Subject level difficulty
   - e. ____ Student activities
   - f. ____ School rules and regulations
   - g. ____ Understanding assignments in your classes
   - h. ____ Becoming familiar with th new building
   - i. ____ Getting acquainted with other students
   - j. ____ Others (please list on bac

2. ____ Yes ____ No Did you know and understand what the graduation requi ments were before arriving at your present grade level

3. ____ Yes ____ No Do you now have a knowledge of what the required cour for graduation are?

4. ____ Yes ____ No Were you placed in an incorrect subject level such as "average," "Y," "R," or "X"?

5. ____ Yes ____ No Were you aware of your ability level assignment befor you left your last school?

6. ____ Yes ____ No Did you know what extra-curricular activities were available before you arrived at your "new" school?

7. ____ Yes ____ No Did you have descriptions of the content of both required and elective courses before enrolling in the

8. ____ Yes ____ No Did you request a schedule change this year? If your answer is yes, please list the reason.

9. Please put a check in front of any of the items listed below that would help in solving problems you encountered in moving from one school to another.
   - a. ____ Orientation before school begins in the fall
   - b. ____ More information about courses before registration in th spring
   - c. ____ More information about course levels
   - d. ____ More contact with "new" school before being assigned to that school
   - e. ____ Interschool visitation during the school year before bei assigned to the school
   - f. ____ Student handbook giving course descriptions, providing information about extra-curricular activities and outlining other pupil services
   - g. ____ School handbook of rules and regulations

(Over)

10. List or describe any other ways you feel that changing to a "New" school could be made smoother, easier, or more satisfactory.

6-13-75

APPENDIX D
RANKING OF PROFESSIONAL STAFF QUESTIONNAIRE RESPONSES

	INTER. TEACHERS	H.S. TEACHERS	DEPT. CHAIRMEN	GUIDANCE COUNSELORS	SUPERVISORS	ADMINISTRATORS	TOTAL
RESPONSES	55	69	8	7	9	10	158
3. An Articulation Program is needed between:							
A. 7th and 8th Grades	15	0	0	0	1	0	16
B. 9th and 10th Grades	7	24	2	0	2	1	36
C. Both 7th-8th and 9th-10th Grades	33	42	6	7	6	9	103
D. No Articulation Program is needed	0	3	0	0	0	0	3

4. If you feel there should be an Articulation Program, please rank the following according to the importance to you (1st, 2nd, 3rd, 4th, 5th, 6th)	Rank	INTER. TEACHERS	Rank	H.S. TEACHERS	Rank	DEPT. CHAIRMEN	Rank	GUIDANCE COUNSELORS	Rank	SUPERVISORS	Rank	ADMINISTRATORS	Rank	Totals
A. Visitations: teachers, students, between schools:	6	197	6	299	6	37	4	29	6	41	4	33	6	636
B. In-service meetings between the paired schools:	4	162	4	233	5	36	2	23	5	36	2	24	4	514
C. Departmental chairmen of paired schools meeting and planning together:	3	149	3	225	4	28	4	29	2	29	1	23	3	483
D. Departmental members of paired schools meeting and planning together	1	130	2	190	2	23	3	25	3	32	5	34	2	434

	INTER. TEACHERS		H.S. TEACHERS		DEPT. CHAIRMEN		GUIDANCE COUNSELORS		SUPERVISORS		ADMINISTRATORS		TOTAL	
	Rank		Rank		Rank		Rank		Rank		Rank		Rank	Total
E. Teachers, counselors, and administrators of paired schools (and supervisors) meeting and planning together:	2	141	1	159	1	21	1	10	1	16	2	24	1	371
F. Student orientation programs for the next level	5	187	5	253	2	23	6	31	4	35	6	42	5	571

APPENDIX E

ANALYSIS OF PROFESSIONAL STAFF ARTICULATION QUESTIONNAIRE

The professional staff questionnaire was administered to intermediate and senior high teachers, department chairmen, guidance counselors, subject area supervisors, and administrators to determine if a need existed for the development of a formal program of articulation. The questions can generally be categorized into three areas: (1) the actual need for developing such a program, (2) a ranking of treatments to determine priorities, and (3) open-ended questions which solicited further responses dealing with problems and concerns for implementing a program of articulation.

A sample of teachers including department chairmen and guidance counselors was selected by choosing every fourth name of all high school teachers listed in the school system directory. Subject area supervisors, the coordinators of both elementary and secondary education, the director of instruction, and each principal and assistant principal for instruction of the four intermediate and four senior high schools were surveyed. In addition, one Assistant Superintendent and the Superintendent's administrative assistant responded to the questionnaire. This group comprised a total of 203 professional staff members. One hundred fifty-eight of the 203 or 77.8 per cent of the questionnaires were returned. One hundred seventy-two questionnaires were sent to teachers, department chairmen and guidance counselors. One hundred thirty-seven or 79.6 per cent were returned. Supervisors returned nine of thirteen questionnaires or 69.2 per cent while administrators returned ten of eighteen or 55.5 per cent.

Analysis of the questionnaire by categories of respondents reveals that of the 160 respondents, 55 were intermediate teachers, 70 senior high teachers, nine department chairmen, seven guidance counselors, nine supervisors, and ten administrators.

An analysis of responses to the first substantive question (number 3), whether an articulation program was needed and if so at what level, reveals only sixteen of 158 or 10.0 per cent felt that such a program was needed between the 7th and 8th grades; 36 or 22.7 per cent felt that one was needed between grades nine and ten; 103 or 65.1 per cent indicated that a program was needed between both 7th-8th grades and 9th-10th grades. Only three or 1.9 per cent felt no articulation program was needed. Thus, 155 of the 158 respondents or 98 per cent felt an articulation program in the school system was needed.

Question four dealt with a priority ranking of suggested treatments for an articulation program. Respondents were asked to rank each item by assigning a numerical value of 1 (the highest rank) to 6 (the lowest rank) for each of the sub-items a-f. This resulted in a cumulative weighting of inverse proportions for each item. Consequently, the larger the cumulative total the lower the rank. Conversely, the smaller the cumulative total the higher the rank. Thus, item 4-e with a cumulative total of 371 (the smallest) has a numerical rank of 1. Likewise, item 4-a with a cumulative total of 636 (the largest) has a numerical rank of 6.

An analysis of the rankings by the various groups yields the following results: Items e, d, and c ranked 1, 2 and 3 respectively, while items b, f and a, respectively, ranked 4, 5, and 6. The top ranked items have to do with meeting and planning together while the lowest ranked items have to do with in-service, visitation between schools of students and teachers, and student orientation.

Both intermediate and high school teachers ranked all the items exactly alike except for items d and e which they reversed. Guidance counselors and administrators ranked item b, in-service, high in importance (2) while all other respondents ranked it relatively low in importance (4, 5). Department chairmen gave item b, student orientation, a high priority (2), while all others gave it a relatively low priority (4, 5, 6). Most respondents ranked item d, department members meeting and planning together, relatively high (1, 2, 3), while administrators ranked it relatively low (5). Supervisors and administrators ranked item c, department chairmen meeting and planning together, high (1, 2), while department chairmen and guidance counselors ranked it relatively 102 (4). Teachers ranked it (3). All respondents ranked item 3, teachers, counselors, and administrators of paired schools meeting and planning together, high (1, 2). Finally, all respondents ranked item a, visitations of teachers and students between schools, low (4, 6).

An examination of responses to open-ended questions six, seven, and eight reveals the following:

Administrators felt the greatest problems were in the areas of developing appropriate attitudes, continuity of the curriculum, the student activity program, communication, time for working cooperatively between schools on articulation, and the social adjustment of students. In addition, it was felt that city-wide course guidelines and criteria for grouping and placement should be cooperatively developed and established.

Supervisors listed appropriate attitudes, communication, time for articulating, continuity of the curriculum, and grouping and placement as their major concerns. In addition, detailed planning and development of a common philosophy were other suggestions.

Guidance counselors and department chairmen responded with generally the same concerns and strongly urged that cooperative programs be developed through meetings and planning together on a city-wide basis.

In their responses, teachers listed problems in areas of duplication of course material between school levels, communication, continuity of the curriculum, time to articulate, in-service programs, teachers understanding of course objectives and goals, and student grouping and placement. Further, the teachers felt that there should be student orientation programs by which students would be made aware of course offerings, activities, and rules and regulations of the new school. Many indicated that a program should be developed for follow-up of students articulating between the institutions in order to get feedback data for evaluative purposes. Other felt needs that were mentioned included cooperative projects between schools, establishment of liaison committees between schools, and the development of an orientation program for students new to the school who matriculate after the school year begins.

APPENDIX F
STATISTICAL ANALYSIS OF STUDENT ARTICULATION QUESTIONNAIRE

		GRADES					
		8	9	10	11	12	TOTAL
RESPONSES:		103	106	78	76	74	438
1.	A.	16-16%: .037	17-16%: .039	15-19%: .0343	13-17%:.030	13-18%:.030	74-.1689
	B.	12-12%:.027	11-10%:.025	11-14%:.025	11-14%:.025	10-14%:.023	55-.1255
	C.	9-9%:.021	13-12%:.030	10-13%:.023	7-9%: .016	4-5%:.091	43- .098
	D.	16-16%:.037	15-14%:.034	7-9%:.016	10-13%:.023	6-8%:.014	54-.1232
	E.	11-11%:.025	8-7%:.018	8-10%:.018	10-13%:.023	10-14%:.023	47-.1073
	F.	20-19%:.046	29-28%:.068	20-26%:.046	12-16%:.027	17-23%:.039	99-.2260
	G.	25-24%:.057	21-21%:.050	13-17%:.030	9-12%:.021	6-8%:.014	75-.1712
	H.	35-34%:.080	46-43%:.105	34-44%:.078	22-29%:.051	27-36%:.062	164-.3744
	I.	20-19%:.046	18-17%:.041	10-13%:.023	17-22%:.039	11-15%:.025	76-.1735
	J.	6-6%:.014	2-2%:.005	4-5%:.009	9-12%:.021	7-9%:.016	28-.063
2.	YES	53-51%:.121	71-67%:.162	57-73%:.130	65-86%:.148	62-84%:.142	308-71%:.7
	NO	49-49%:.112	33-33%:.075	20-26%:.046	11-14%:.025	12-16%:.027	125-29%:.2
3.	YES	78-76%:.178	91-86%:.208	75-96%:.171	74-97%:.169	72-97%:.164	390-90%:.8
	NO	23-24%:.053	13-14%:.030	3-4%:.007	2-3%:.005	2-3%: .005	43-10%:.0
4.	YES	32-31%:.073	29-27%:.067	17-22%:.039	21-28%:.048	23-31%:.053	122-28%:.2
	NO	67-69%:.153	76-73%:.173	61-78%:.139	55-72%:.126	49-66%:.112	308-72%:.7
5.	YES	71-69%:.162	74-70%:.169	58-74%:.132	53-70%:.121	46-62%:.105	302-69%:.6
	NO	32-31%:.073	32-30%:.073	20-26%:.046	22-29%:.050	27-36%:.062	133-31%:.3
6.	YES	36-35%:.082	40-38%:.091	27-35%:.062	38-50%:.087	37-50%:.084	178-41%:.4
	NO	63-65%:.144	66-62%:.151	49-63%:.112	37-49%:.084	37-50%:.084	252-59%:.5
7.	YES	66-64%:.151	78-74%:.178	50-64%:.114	51-67%:.116	54-73%:.123	299-69%:.6
	NO	35-36%:.080	28-26%:.064	25-32%:.057	24-32%:.055	19-26%:.043	131-31%:.2
8.	YES	27-26%:.062	28-26%:.064	31-40%:.071	33-43%:.075	39-53%:.089	158-36%:.3
	NO	74-74%:.169	78-74%:.178	47-60%:.107	43-57%:.098	35-47%:.080	279-64%:.6
9.	A.	54-52%:.123	61-57%:.139	48-61%:.110	44-58%:.100	45-61%:.103	252-.575
	B.	63-61%:.144	61-58%:.142	52-67%:.119	39-51%:.089	44-59%:.100	260-.594
	C.	51-50%:.116	45-43%:.105	30-38%:.068	29-38%:.066	33-45%:.075	189-.432
	D.	55-53%:.126	56-52%:.128	38-49%:.087	31-41%:.071	33-45%:.075	213-.486
	E.	50-49%:.114	54-51%:.126	37-47%:.084	26-34%:.059	34-46%:.078	202-.461
	F.	57-55%:.130	75-71%:.174	53-68%:.121	47-62%:.107	54-73%:.123	287-.655
	G.	60-58%:.137	67-63%:.153	36-46%:.082	38-50%:.087	40-54%:.091	241-.550

APPENDIX G

ANALYSIS OF STUDENT ARTICULATION QUESTIONNAIRE

A ten-item student questionnaire containing twenty-five response areas was developed to (1) determine problems of students when they move from one educational unit to another, (2) collect data regarding current practices, (3) elicit views in regard to solving problems encountered when moving from one building to another and (4) solicit suggestions for making the transition smoother, easier or more satisfying.

The initial question contained ten sub-items which explored the identification of various problems that students may have encountered as a result of changing schools at the end of the seventh and ninth grades. The sub-items can be categorized into four areas having to do with problems of physical movement from one building to another, social adjustment to the new school environment, academic continuity and co-curriculur activity information.

A second set of seven questions was devised to provide data regarding effectiveness of current practices. These questions sought to determine if students are being placed at the appropriated subject levels, if there is adequate feedback to the student regarding their knowledge of placement before arriving at the new school, whether sufficient course description and content information is provided, and at what level students receive or retain information concerning graduation requirements.

The third area of the questionnaire, a one item section containing seven sub-items, solicited specific responses for determining what students felt would be helpful in solving problems created by the movement from one building to another. These items were concerned with the development of a formal orientation program and the need for more information about course descriptions and levels.

The final item was open-ended and allowed each student to list or describe ways in which the transition from one school to another could be made smoother, easier or more satisfactory.

A sample of 565 students were randomly selected for the survey. The sample was derived by having the computer select one out of every twenty students from the total student population of the city's secondary school English classes (grades 8-12). The sample included 103 eighth, 107 ninth, 78 tenth, 76 eleventh and 74 twelfth grade students. Four hundred thirty-eight of the 565 questionnaires were returned for a 77.5 per cent response to the survey.

Analysis of the questionnaire yields a variety of information. Question one, which contained ten sub-items (a-j), sought to determine the kinds of problems and to what extent they were encountered when students moved from one building to another. This question when analyzed would determine the need for an articulation program.

Examination of the responses to question one reveals that item h, becoming familiar with the new building, and item f, school rules and regulations, were identified as the greatest problem areas. One hundred sixty-four students of 37 per cent experienced problems with the former, while 22.6 per cent or 99 students indicated problems with the latter.

Items i, g, and a, were areas causing the next greatest problems. Seventy-six or 17 per cent of the students felt that item i, getting acquainted with other students had been a problem, while seventeen per cent or 75 students identified item g, understanding assignments as a problem. Seventy-four or 16.9 per cent of the students indicated problems with item a, their schedule.

Areas identified as causing the least problems were the respective items b, d, e and c. Fifty-five or 12.5 per cent of the students indicated problems with item b, required subjects; 12.3 per cent or 54 students experienced problems with item d, subject level difficulty, and 10.7 per cent felt that item e, student activities, was a problem. Forty-three respondents or 10.0 per cent identified item c, elective subjects, as a problem area.

Item j provided opportunity for respondents to list or describe other problems they had encountered as a result of moving to another school. Twenty-eight or six per cent of the students indicated they had experienced other problems. However, no student identified what those problems were.

Finally, a survey of responses to question one revealed that of the 438 students sampled only 71 or 16.2 per cent felt they had experienced no problems. Therefore, 83.8 per cent or 367 students indicated that they had experienced problems when they made the transition from one educational unit to the next.

Responses to the second grouping of questions, which includes items two through eight, deals with the collection of data regarding current practices. An examination reveals that a composite of 125 or 29 per cent of the respondents did not know and understand graduation requirements before arriving at the next grade level. Analysis by grade level shows that 49 per cent of the eighth graders and 33 per cent of the ninth graders did not know this information. Thirty-three per cent of the eighth and 14 per cent of the ninth graders currently do not know the graduation requirements. Only 4 per cent of the tenth grades and 3 per cent of the eleventh and twelfth grades indicated they were not knowledgeable of requirements for graduation.

One hundred twenty-two of the respondents or 28 per cent felt they had been grouped incorrectly and placed in incorrect subject levels. This relative per centage appears at all grade levels. Thirty-one per cent or 133 of the respondents were not aware of their ability level assignments before leaving their last school. This statistic was found to be consistent through all grade levels.

Two hundred fifty-two students or 59 per cent were not aware of the extra-curricular activities program before arriving at their new school. This was the area where information was lacking in the greatest quantities. Thirty-one per cent or 131 students felt that they had inadequate description of both required and elective courses before enrolling in them. Again, this percentage was recorded consistently at all grade levels.

One hundred fifty-eight or 36 per cent of the respondents indicated that they had requested a schedule change during the school year. Analysis of these listings shows that personality conflicts, preference for other teachers, lunch period preferences, peer relationships and scheduling errors constituted the categories of reasons for requesting a schedule change.

Question nine contained seven sub-items (a-g) soliciting responses which could provide information that would be useful in providing solutions to problems that students had encountered in moving from one school to another. Analysis of these items in a descending percentage order reveals the following results:

Two hundred eighty-seven or 65.5 per cent of the students felt that a student handbook, course descriptions, extra-curriculur activities information and other pupil services was needed. Fifty-nine per cent or 260 respondents indicated that more information was needed about courses before registration in the spring. Two hundred fifty-two or 58 per cent throught that an orientation program was needed before school begins in the fall. Fifty-five per cent or 241 students indicated a school handbook of rules and regulations was needed. Two hundred thirteen or 49 per cent of the respondents felt that more contact was needed with the "new" school before entering that school. Forty-six per cent or 202 students indicated that inter-school visitations would be helpful during the school year and one hundred eighty-nine respondents or 43 per cent felt that more information about course levels should be made available.

The final item of the questionnaire was an open-ended one requesting students to list or describe ways of making the transition to the new school smoother or easier. Two hundred thirty-one or 50.4 per cent of the students responded to the question. These responses highly correlated with items suggested as possible solutions in question nine. They can be categorized into priority suggestions for: (1) development of a comprehensive orientation program; (2) periodic contact with the "new" building during the school year; (3) knowledge of the student activities program before arriving at the receiving school; (4) more information about required and elective courses; and (5) a handbook of rules, regulations and expectations.

SUMMARY OF ANALYSIS AND INTERPRETATION OF NEEDS ASSESSMENT

In reviewing the analysis and interpreting results of the questionnaire administered to the professional staff, it was found that ten per cent (10%) of the intermediate and twenty-three per cent (23%) of the senior high school teachers felt that an articulation program should be developed linking their levels with the immediate lower level; however, 65 per cent indicated the program should be developed linking the seventh to eighth and ninth to tenth grades thereby providing continuity of programs and practices consistently throughout the secondary schools. While there were some inconsistencies as indicated by a few individuals at the various levels preferring linkage with their immediate lower level, a total of 98 per cent of all the professional staff felt that an articulation program should be developed.

It was further observed that both intermediate and senior high teachers had very definite but similar views in regard to who should be involved in an articulation program and how it should be developed. Except for one item which was reversed, each of the teacher groups ranked a six item list of possible articulation treatments exactly alike. Consistency in thinking to this degree was not reflected among any of the other groups nor between teachers and the other groups.

Department chairmen and supervisors held similar views in ranking three of the six items (a, b and e) and counselors and administrators demonstrated consistency in prioritizing three items (a, b, and f);

they did not rank them the same as either of the two previously mentioned groups. Beyond those similarities, no other consistency in ranking was revealed.

In extreme contrast, counselors and administrators ranked item "a" as fourth, while all others of the six groups of respondents assigned it a priority of six. In similar contrast, item f was assigned a rank of six by administrators and counselors while all other respondents gave that item a higher ranking. Item e was assigned the top priority by all raters except administrators and intermediate teachers who ranked it second.

The foregoing data reveals that teachers view treatments for solving articulation differently than other groups of respondents. Each of the other groups established a different set of priorities which do not correlate with one another or with the teachers' groups. However, while the other groups ranked the treatments differently, it would appear that all six items suggested as treatments for solving articulation problems are possible valid methods for organizing a plan of articulation program treatments.

Additional input was sought for developing an articulation program through three open-ended questions. Professional staff members were asked to enumerate what they considered were (1) the greatest problems, (2) other aspects and concerns and (3) suggestions for developing and implementing a program of articulation. Some of the responses in the category of "greatest problems" were enumerated in the category of "aspects and concerns". The same kind of enumeration took place in category (3). Therefore, for purposes of analysis, all three categories were combined and the following common areas were identified: (1) developing appropriate attitudes, (2) communication, (3) grouping and placement, and (4) meeting and planning together or a time for working between schools. In addition to the areas found common among all professional staff, administrators further identified other areas which include: (1)continuity of curriculum, (2) social adjustment, and (3) the student activities program as concerns and problems; supervisors felt that the development of a common philosophy was an important need. Teachers, however, not only enumerated some of the same problems as indicated above, but demonstrated a greater insight and sensitivity to problems and concerns. In addition to those problem areas indicated above, they felt that other problems were: (1) duplication of course materials between schools, (2) in-service programs, (3) course goals and objectives, (4) student orientation programs before school for all students and new students as they enrolled, (5) follow-up of students as they move through the grade levels for evaluative purposes, (6) establishment of liaison committees between schools, and (7) cooperative projects between schools.

In contrasting responses made to the open-ended questions with the items they ranked in the previous question, it is noted that although teachers assigned a low priority to in-service, student orientation programs and teacher and student visitations, they in fact suggested them as concerns in the open-ended question. This would tend to indicate that all items in the previous questions were important and should be attempted as possible solutions to the articulation problem. In addition, by further emphasizing these items as problems they tended to further validate responses to the previous questions.

In interpreting the results of the student questionnaire, inferences regarding the total number of students within the school system can be drawn from the sample. In extrapolating from the sample, in which there is an identified problem, to the school population of 11,000 students, a ten per cent return for an item represents 1,100 students who could be expected to have that problem. Assuming that the problem was equally distributed among all students, 137 students in each of the eight secondary schools would be affected. This would constitute a significant number of students. Therefore, a 10 per cent return for a problem is considered significant for purposes of this survey.

The questionnaires of students having no responses to any of the items in question one were tabulated. Seventy-one or 16.2 per cent of the students in the sample indicated they had no problems as a result of moving from one building to another. However, 83.8 per cent of the students surveyed had problems and this was a significant proportion of the students sampled.

The initial question attempted to determine specific problems that students had encountered when they moved from one building to another. Ten per cent or more of the students sampled indicated a problem with each response area with the exception of item j which provided "others" responses. The percentages of responses for each item ranged from six per cent for item j, "others", to 37 per cent for item f, "becoming familiar with the new building". Therefore, with the exception of item j it is concluded that each of the items a through i was identified as a significant problem for students when they moved from one educational unit to the next. In a priority order, the problems were identified as (1) becoming familiar with the new building, (2) school rules and regulations, (3) getting acquainted with other students, (4) understanding class assignments, (5) their schedule, (6) required subjects, (7) subject level difficulty, (8) student activities, and (9) elective subjects.

Data was collected from questions two through eight regarding current practices. The greatest problem was identified as the lack of student activities information. Fifty nine per cent of the students indicated this as a problem. A low of 10 per cent said they did not have knowledge of graduation course requirements. Twenty-eight per cent of the students indicated they were placed in an incorrect subject level, thirty-six per cent requested a schedule change, and thirty-one per cent said they were not aware of their ability level before arriving at the new school; a significant number, thirty-one per cent, also indicated that they did not have appropriate course descriptions before leaving their last school. It should be pointed out that each area was identified by 10 per cent or more of the students as a problem. Therefore, it appears that under current practices there is insufficient information being provided to students in each of the above areas and objectives need to be developed to provide solutions to these problems.

The third area of the questionnaire requested students to identify possible solutions to problems they had encountered at "breaks" between the educational units. This resulted in students prioritizing solutions. Results reaffirm problems encountered as they were identified in question one. Analysis showed that each item specified as a possible solution was identified to be significant with the percentages ranging from 66 per cent to 43 per cent. The ranking is as follows: (1) student handbook giving course descriptions, providing information about extra-curricular activities and outlining other pupil services, (2) more information about courses before registering in the spring, (3) orientation before school begins in the fall, (4) school handbook of rules and regulations, (5) more contact with the new school before being assigned to it, (6) interschool visitation during the school year before being assigned to the school, and (7) more information about course levels.

Comparing responses to question one, in which students identified problems they had encountered, with question nine, in which students indicated solutions to the problems, a rather large disparity is revealed.

It would appear that students feel that physical and social dimensions of school were the most difficult problems to overcome but felt that the problems can be solved through academic orientation and more information. Therefore, in developing a program of articulation each of the dimensions enumerated as solutions should be carefully considered and incorporated in such a program if possible.

The open-ended questionnaire asked students to propose "other ways" for making the transition to the new school smoother or easier. Student responses highly correlated with items that were identified as problems in question one. They proposed, in priority order, (1) the development of a comprehensive orientation program, (2)periodic contact with the new building during the school year, (3) more information about the student activities program, (4) be made available as well as more information regarding required and elective courses, and (5) the development of a handbook of rules, regulations and expectations.

The question was phrased to solicit "other ways" of providing solutions--to the previously identified problems of transition. Student responses not only correlate with "solutions" suggested in question nine, but appear to provide a feasible way of approaching the problems identified in question one and therefore aid in the development of an articulation program.

APPENDIX I
WARWICK HIGH SCHOOL
10TH GRADE ORIENTATION
AUGUST 27, 1975

9:00 A.M. - 10:00 A.M.

Auditorium
(Students please sit in assigned seats with homeroom)

Call to Order

Parker Nichols
S.C.A. President

Introduction of Officers

SCA - Vice President - Tim Boddie
Secretary - Sheryl Kidd
Treasurer - Carolyn Tyler
Sophmore Class
President - Amy Mazur
Vice President - Karen Womack
Secretary - Donna Whitehead
Treasurer - Barbara Smith
Sponsor - Mrs. Rothfuss

Welcome

James W. Starboard, Jr.
Principal

Introduction of Staff

Assistant Principal for Instruction - Miss Ellena Armistead
Assistant Principal for Administration - Mr. Noah Armstrong
Assistant Principal for Student Affairs - Mr. James LoFrese
Guidance Director - Mrs. Josephine Muire
Guidance Counselors - Mrs. Edith Bland
Mr. Paul Cowley
Miss Roena McJunkin
Miss Mabel Smith

Cheerleaders

Choral Department

Warwick High School Alma Mater
Lead by Tony Auby

Follow Class Schedule

10:00 - 10:30

Homeroom
1. distribute Student Handbooks
2. discuss rules, policies & procedures
3. read class schedules to students
4. If student has a problem with his schedule - send him to guidance.
5. go over school map
6. discuss lunch schedule
7. answer student questions

10:35 - 10:45 1st period

10:50 - 11:00 2nd period

11:05 - 11:15 3rd period

11:20 - 11:30 4th period

11:35 - 11:45 5th period

11:50 - 12:00 6th period

WARWICK HIGH SCHOOL

STUDENT HANDBOOK

51 Copeland Lane
Newport News, Virginia

Our strong bands shall ne'er be broken
Formed at Warwick High.
Far surpassing wealth unspoken
Sealed by friendship's tie.
Alma Mater, Alma Mater,
Deep graven on each heart
Shall be found unwavering, true
When we from life shall part.
WHS Alma Mater

Dear Students:

Welcome to Warwick High. To those who are returning welcome back. To those new to the school welcome to the best high school around.

This is your school and will only be as good as you want it to be and as you make it. I would encourage each student to become involved in the many activities Warwick offers for it is only through involvement by each person that we will be able to grow together and make our school even better.

In this handbook you will find listed clubs and organizations as well as guidelines for the smooth operation of the school year. I trust you will become familiar with them.

My best wishes for a successful school year to each of you.

Good luck,

J. W. Sterboard, Jr.

J. W. Sterboard, Jr.
Principal

SCHOOL PERSONNEL

ADMINISTRATIVE STAFF

Principal	Mr. James W. Starboard, Jr.
Assistant Principal for Instruction	Miss Ellena M. Armistead
Assistant Principal for Administration	Mr. Noah Armstrong
Assistant Principal for Student Affairs	Mr. James J. LoFrese

OFFICE STAFF

Attendance Clerk	Mrs. Frances L. Dedmond
Bookkeeper	Miss Annette M. Murphy
Clerk	Mrs. Aretha Mask
Clerk	Mrs. Connie Wiatt
Secretary	Mrs. Mary T. Smith

GUIDANCE STAFF

Guidance Director	Mrs. Josephine Q. Muire
Guidance Counselor	Mrs. Edith S. Bland
Guidance Counselor	Mr. Paul V. Cowley
Guidance Counselor	Miss Roena McJunkin
Guidance Counselor	Miss Mable W. Smith
Guidance Clerk	Mrs. Dorothy T. Lambiotte

LIBRARY STAFF

Librarian	Mrs. Lourine Asay
Librarian	Mrs. Carolyn L. Hobson
Library Clerk	Mrs. Elsie G. Marshall

SCHOOL NURSE	Mrs. Matilda J. Humphries
CAFETERIA MANAGER	Mrs. Ann M. Hanna
STAFF AIDES	Mr. John Diamante Mr. Harry J. Walker

GENERAL RULES AND REGULATIONS

As a student at Warwick High School you are expected to conduct yourself in a manner reflecting credit on yourself and your school. You have a responsibility to set the right example for your fellow students. Warwick High School will be what you make it. Do your part to make it the best school in the city.

The sale of any article in the school by a school sponsored organization must be approved beforehand by the assistant principal for student activities or the principal.

No student or group is to use any school facility without proper supervision by a school official or schedule any school activity without the permission of a sponsor and/or the principal.

No money is to be collected at anytime unless the principal has given his permission.

The teachers lounge is off limits to all students unless accompanied by a teacher.

No student is to pick up any mail or other items from the teachers mail box at any time.

The office telephones are for business use only. Students must use the pay phones for their personal calls.

Any student out of class must have a hall pass from a teacher or a request slip from the main office or guidance office. All passes and slips are to be surrendered immediately after use.

No food of any kind is to be eaten outside the Cafeteria during the school day. Students are expected to leave their eating area in the cafeteria clean. All trays, utensils and paper are to be brought to the proper places before leaving the cafeteria.

Students must remain in the designated areas during lunch time.

Smoking is not permitted at anytime, anywhere inside the school building. Students who wish to smoke may only do so in the smoking area immediately behind the cafeteria and just outside of the building between the Girls Gymnasium and the Annual Staff room.

Students who drive cars to school must register them in the main office and purchase a parking sticker. No students may park their car in the front parking lot nor in the reserved spaces along the boys gym in the back parking lot. Any cars that do not have a parking sticker or are parked in unauthorized places will be ticketed and/or towed by the police dept.

During the school day - the back parking lot is off limits to all students. Any student who is found loitering in this area will be subject to disciplinary action by the school and/or police dept.

Any student involved in a fight will be suspended from school. Also, students that surround the fighters and encourage or help the fighters will be suspended.

Any student withdrawing from school must notify the office at least a day before he leaves. The proper procedure will then be explained.

No parties of any kind are permitted during class time by regulation of the Newport News School Board.

ATTENDANCE

It is imperative that all students maintain a good attendance record. This not only affects your school work but attendance patterns developed in school often carry over into later life.

1. Students should have a parent call the attendance office (595-0331) on the day that the student is absent from school. When the student returns to school a written note must be presented to the first period teacher. The teacher will then issue an admit slip that is to be signed by each period teacher throughout the day. The last period teacher will then turn this into the attendance office with the attendance cards during 6th period.

2. Absences will be excused if they are caused by student sickness, sickness in the family, death in the family or emergencies cleared by the office.

3. Special excuses: If a student has to leave school for a medical or dental appointment during the school day, the student must obtain a special excuse the day of the appointment. This also applies to students that have to go out of town with their parents. A note signed by the parent must be submitted to the assistant principal specifying the reason for the special excuse.

4. Tardy to school: Any student that arrives at school after school begins must report to the Attendance Office for a tardy slip. Students that receive unexcused tardy slips are subject to disciplinary action. Slips to class are not given by the attendance office or the assistant principals. If a student is delayed by a teacher or principal then they must issue the tardy excuse. If no slip is issued the tardiness must be considered unexcused. Any students that are tardy more than three times to a class in a six week period should be sent to the assistant principal for attendance.

Students are expected to attend all their classes unless an excuse has been given by the main office. Unexcused class absences will result in disciplinary action by the principal. In addition, no student is allowed to receive credit for any work missed.

Students who become sick after arriving at school must report to the clinic. The nurse will then decide on the necessary action to be taken. If it is necessary that the student be sent home, the nurse will issue a slip indicating the time the student left school. This slip will serve as the admit slip for classes missed that day when a child returns to school.

Pupils having excused absences can make up work according to the following policy:

a. Pupils will make up work within one week after an excused absence, if possible, and no later than the second make-up day for the respective subject. Special consideration will be given to unusual cases, such as prolonged illness.

b. To have good organization and avoid undue stress, conflict or misunderstanding, the following schedule is used.

Monday - English, Tuesday - Foreign Language, Phys. Ed., and subjects not covered elsewhere, Wednesday - Social Studies, Thursday - Science, Friday - Math.

c. Pupils are expected to report for make-up work after absence without being reminded.

d. Arrangements for transportation home are the student's responsibility.

THE GUIDANCE OFFICE

It is the aim of the Guidance Office to aid the student to use his ability to the fullest so that he will be adequately prepared to pursue postgraduate plans. A Counselor is assigned to each student. Students are encouraged to make appointments for conferences. The program of the Guidance Department includes the following services:

1. Counseling with students individually and in groups concerning:
    a. Schedule planning
    b. Educational and vocational plans
    c. Scholarships, college loans, and job opportunities
    d. Personal matters relating to school and home.
2. Administering and interpreting standardized tests
3. Parent conferences to discuss the welfare of the student.

Educational and vocational information is available through the college catalogue library, occupational file, general file of information on technical schools and colleges and additional volumes to assist the student in his educational plans.

PROMOTION POLICIES

Credits required for grade classification are as follows:

Grade 10 - 8 credits (required for promotion from intermediate to senior high)
Grade 11 - 12 credits
Grade 12 - 17 credits

GRADUATION REQUIREMENTS

The standards for the accrediting of secondary schools in Virginia which have been approved by the State Board of Education to become effective in July 1974, make it mandatory that "eighteen units of credits shall be required in grades nine - twelve for graduation from a secondary school." It is further mandatory that "within the 18 units required for graduation, 11 shall be in the following subjects."

English.	4
Mathematics	1
Laboratory Science	1
American Studies (Va. & U.S. History and Va. & U.S.Government. . .	2
World Studies (History and/or Geography)	1
Health and Physical Education	2

SCHOLARSHIPS

Many scholarships are available to the student who has ability, good character, desirable personality traits, and makes good scholastic records in high school. Information about scholarships may be obtained in the Guidance Office.

LIBRARY SERVICES

The library of Warwick High School, containing a wide variety of materials on many subjects is located on the second floor of the building. The entrance to be used by students is the door on the English hall. The library opens at 8:45 a.m. each school day and closes at 4:15 p.m.

Before school in the mornings and after school in the afternoon students may come to the library without a permit. At all other times, each student must have a student permit signed by his subject teacher or study hall teacher. This permit must be returned to the teacher after the student has completed his work in the library.

Books may be checked out for a period of two weeks and may be renewed for another two weeks. Reference books, current magazines, and recordings may be checked out for overnight and must be returned before the first period the next school day. A fine of 25 cents a day is charged if these materials are returned late. Back issues of magazines and pamphlets may be checked out for 3 days.

The library staff is ready at all times to assist students and teachers in locating materials. Suggestions of ways to improve the services of the library are most welcome.

PUBLICATIONS

The Warwick

The Warwick is the yearbook published annually by a group of ten juniors and seniors for the enjoyment of the students, teachers, administrative and office staff. Included in the annual also are many pictures showing the various phases of school life at Warwick; sports, clubs, and other organizations, as well as pictures of students at work and play. The annual is worth every bit of the work involved in its publication because of the enjoyment it gives both the staff and the students.

The Earle

The Earle, the newspaper at Warwick, is written by Warwick High students. A four page edition is published every month, as well as an eight page special edition in June. The pages are composed of items consisting of news, feature items, editorials and sports.

The Tide

The Tide, the Warwick High School literary magazine, is published once a year. The Tide depends on the student body for the quality of its contents and represents all grade levels. The Tide staff is composed of the Advanced Composition class members.

Raider Report

The Raider Report is Warwick High School radio program that is aired on WVEC FM. The program is produced and managed by students who are interested in radio and journalism. The program consists of news at school, sports, special interviews and features.

NJROTC
(Naval Junior Reserve Officer's Training Corps)

The NJROTC program provides instruction and training in naval oriented subjects for the purpose of developing responsible, mature citizens by:

a. Developing positive traits of character including self-discipline, self-reliance, orderliness, integrity, individual and group pride, patriotism and respect for legitimate authority.

b. Enabling students to become better informed citizens on national security and particularly the US Navy's role in the national defense structure.

Classroom instruction is supplemented by field trips and at-sea cruises.

CHEERLEADERS

There are 12 varsity and 12 junior varsity cheerleaders who are chosen each spring.

A cheerleader's main duty is to promote school spirit and pride by leading the student body in support of the team. Their conduct at football and basketball games is a guide for the students as to sportsmanship and the correct times to yell for the teams.

COOPERATIVE OFFICE EDUCATION CLUB

The Cooperative Office Education Club serves the students, the school, and the community by helping students acquire such techniques and personal traits that insure advancement in the business world after graduation. Purposes of the COE Club are to develop leadership, participation of members in worthwhile projects and to bring in outstanding speakers of various types of business from local offices. The club stresses the importance of satisfactory school performance.

DISTRIBUTIVE EDUCATION

The purpose of the organization is to give D.E. students a professional organization and to acquaint them with modern retailing and to give an insight into the field of distribution.

Only those students enrolled in Distributive Education in the 11th and 12th grades may become members. This club is a member of the State and National organization of DECA.

DEBATE TEAM

The Debate Team of Warwick High School is composed of student who are interested in sharpening their wits and arguments of current national problems. One of the desirable attributes of debating is the acquiring of the ability to think on your feet and to express yourself well.

DRAMA CLUB

The Drama Club is made up of any student that is interested in working on the stage. Students not only act in plays but also direct, manage and stage entire productions.

FRENCH CLUB

The purpose of the French Club is to promote interest and appreciation of French culture, history, and present day living. Programs are presented monthly, each class functioning as a seperate unit of the club. An inter-club council, composed of representatives from each class club, coordinate activities and projects.

FUTURE JOURNALISTS OF AMERICA

This club is open to any student interested in journalism. The students in this club usually work with the annual, newspaper, radio show or the magazine.

FUTURE HOMEMAKERS OF AMERICA

The Future Homemakers of America is a state wide organization. To become a member of FHA you must take at least one year of home economics.

The Future Homemakers meet once a month in the home economics room. Monthly programs are planned around phases of home economics which are not included in class. Retail Merchants Association, Florist, cake decorators, and a teen fashion coordinator are some examples of speakers which frequent these meetings. On Valentine's Day, the club usually has a tea for the teachers. The members plan, cook, make decorations and serve during the whole day.

FUTURE TEACHERS OF AMERICA

The Future Teachers of America is a service organization composed of tenth, eleventh, and twelth grade students who are interested in the teaching profession.

Some of the objectives of the chapter are as follows: to become familiar with the various phases of teaching, its rewards as well as its disappointments, to develop within each member a sense of responsibility, duty, service, loyalty, and other traits of good character necessary in a teacher. Activities of the Chapter include meetings, social events, an annual state convention, federation rallies, trips to colleges, and practice teaching at nearby elementary schools.

GERMAN CLUB

The German Club is an organization open to all interested German language students. The only requirement for membership is that the person must be a German student and pay his dues. The small fee for membership is 25¢ a month. The German Club participates actively in its annual "liederfest" and many other varied activities. Its meetings are called after school by the sponsor or one of the three officers with the sponsor's consent.

GIRLS RECREATION ASSOCIATION

The Girls Recreation Association is an organization whose purpose is to provide opportunity for intramural participation in a wide variety of sports. These sports include:

Softball
Volleyball
Gymnastics
Archery

Any girl, regardless of her athletic ability, may become a member by participation and by paying dues. An annual spring picnic is held. At this time awards, including school letters are given to those who meet the sportsmanship and participation requirements.

KEY CLUB

The Key Club is an international service organization. The Warwick Key Club is sponsored by the local Kiwanis Club and is directly affiliated with the school. The purpose of the club is to develop character and leadership among its members and to serve the school and the community.

Students desiring to belong should have a "C" average and must show outstanding abilities in leadership and strong character.

KEYETTE CLUB

The Warwick High Keyette Club is part of a national organization for girls. Each girl who belongs must be either in the tenth, eleventh, or twelfth grade and maintain a scholastic average of at least 2.5 or "C plus" average. Character and activities are two of the main qualities looked for in a girl when she petitions for membership. The membership drive is held during the spring.

THE MAJORETTES

Warwick High School's Majorette Corp. is made up of 13 girls who perform at football games in the half time ceremonies. Members of the majorettes are chosen each spring in tryouts.

MATH HONOR SOCIETY

The Warwick Math Honor Society is made up of math students with a B average in math and who are taking trigonometry, Math Analysis or Calculus. New members are chosen by the students from those who are interested and who qualify.

NATIONAL HONOR SOCIETY

The Warwick High School Chapter of the National Honor Society is designed to recognize students who have served their school faithfully. Members are selected from the junior and senior classes by a faculty committee on the basis of character, scholarship, leadership, and service. Tapping ceremonies are held in the late fall and spring of each year to conduct new members and bestow upon them the highest honor a high school student can receive -- that of membership into the National Honor Society.

QUILL AND SCROLL

The Ruby Altizor Roberts Chapter of Quill and Scroll International for Warwick High School journalists is composed of publication staff members chosen in the fall and spring. The chapter also recognizes outstanding Quill and Scroll members of the publications and of the student body for their service to the publications.

SCIENCE CLUB

The Warwick High School Science Club is open to any student who is interested in science. Meeting every other week, the club strives to advance interest and learning through supervised lab periods, films, lectures, and field trips.

SPANISH CLUB

The purpose of the Spanish Club is to bring together at frequent intervals those who are interested in improving their spanish speaking ability and knowledge of Spanish countries. Projects undertaken by the club are a car wash, a booth in the carnival, a dinner at the end of the school year for all active members.

NATIONAL THESPIAN SOCIETY

Troupe 394, The Warwick Chapter of the National Thespian Society, was installed in the place of the Warwick Playhouse. To become a Thespian, a student must earn sufficient points awarded him for participation in the dramatic activities of the school.

VARSITY SPORTS (VIRGINIA HIGH SCHOOL LEAGUE)

	FALL	WINTER	SPRING
BOYS	Cross Country Football	Indoor Track Basketball Wrestling	Golf Tennis Baseball Indoor Track
GIRLS	Field Hockey Basketball	Gymnastics	Track Tennis Golf

CLUB LIST

CLUB	SPONSOR
Annual Staff	Dolores Weiss
Band (Stage, Concert & Marching)	Dick Cale
Cheerleaders Varsity	Cindy Schmidt & Bonnie Lowe
Cheerleaders Junior Varsity	Rosalie Walsh
Chess Club	Tom Stroup
Choral	Tony Auby
Cooperative Office Education	Celestine Carter
DE (Coop)	Randy Holder
DECA	Kathy Willis
Debate	Waverly Hundley
Drama, Thespians, Sight & Sound	Tom Stroup
Earle	Dolores Weiss
French Club	Ruth Curtis
Future Homemakers of America	Michele Lefler
Future Business Leaders of America	Thelma Jones
German Club	Charles Walsh
Key Club	Charles Walsh
Keyettes	Renie Asay
Latin Club	Anne Creasy
Majorettes	Dick Cale
Math Honor Society	Neil Drummond
National Honor Society	Josephine Muire
NJROTC	Capt. Doak
Quill & Scroll	Dolores Weiss
Spanish Club	Sandra Hughes Rosalie Walsh
Student Action for Education (FTA)	Kathryn Klump
SCA	James Tuberville
SCA Spirit Club	Alphia Brown
VICA	Jerry Kohout
Sophomore Class	Nan Rothfuss
Junior Class	Veleeder Goldman
Senior Class	Charles Walsh

MISCELLANEOUS INFORMATION

The three assistant principals

Miss Armistead
Mr. Armstrong
Mr. LoFrese

Miss Armistead is responsible for all curriculum matters, Mr. Armstrong handles all classroom discipline and Mr. LoFrese handles all attendance problems and discipline.

Phone numbers:

The following phone numbers may be useful to you.

595-0331	-	General Office and Attendance
595-0671	-	Guidance Office
595-6380	-	Clinic

CLASS SCHEDULE

Period	Teacher	Room
1		
2		
3		
4		
5		
6		

__________ LUNCH

APPENDIX K

FALL ORIENTATION LETTER TO STUDENTS

WARWICK HIGH SCHOOL
51 Copeland Lane
Newport News, Virginia 23601

Dear Raiders,

Let me welcome you to Warwick High School. I hope you are looking forward to coming to Warwick as much as we are looking forward to your coming.

In order to help acquaint you with your new school, an orientation program has been planned on Wednesday, August 27 from 9:00 a.m. until 12:00 noon. Buses will begin picking up students at regular stops beginning at 8:00 a.m. When the buses let you out, you will be directed to the auditorium and be seated in homerooms for the program. After the assembly program you will have an opportunity to go through your schedule, meet your teachers, and become familiar with the school.

I hope you will make a special effort to be a part of this orientation program as I look forward to seeing each of you on Wednesday, August 27.

See you soon,

J. W. Starboard, Jr.
Principal

APPENDIX L

Dear Student:

FALL ORIENTATION EVALUATION

Your help is needed in determining the success of the orientation program today. Please spend a few minutes and check the appropriate blanks (yes or no) in the following questions.

Thank you,
J. W. Starboard, Principal
J. W. Starboard

1. As a result of the orientation program are you now able to find your way to your classes without too much difficulty? 104 Yes 13 No 89%

2. Do you feel that going through your schedule has been helpful in orienting you to the building? 113 Yes 4 No 97%

3. Do you think that having an orientation program such as this has helped you become familiar with your classes? 117 Yes 0 No 100%

4. With the aid of the school map do you feel that you could find your way around the building? 90 Yes 27 No 77%

5. Did you find it helpful and informative for your homeroom teacher to have gone over with you:
   a. rules and regulations? 109 Yes 8 No 93%
   b. your schedule? 108 Yes 9 No 92%
   c. school map? 94 Yes 23 No 80%

6. Do you feel you now have a better understanding of school rules and regulations than you did before the orientation program? 110 Yes 7 No 94%

7. As a result of the orientation program do you now have a better idea of what is expected of you? 116 Yes 1 No 99%

8. Do you feel that the orientation program:
   a. has helped familiarize you with your schedule? 115 Yes 2 No 98%
   b. has helped familiarize you with the building? 109 Yes 8 No 93%
   c. has helped you become knowledgable about school rules and regulations? 108 Yes 9 No 92%

9. Do you feel that this kind of orientation should be carried out each year? 117 Yes 0 No 100%

10. Other comments.

** Please turn this completed form into your teacher before you leave. **

APPENDIX M

INDIVIDUALIZED STUDENT ORIENTATION EVALUATION

Dear

The school needs your help. We are trying to determine how well we have helped you in adjusting to Warwick High School. Would you take a few minutes to answer each question yes or no by checking the appropriate blank? Please be sure and answer the last question carefully as it is important for us to know your suggestions and comments.

Thank you,
J. W. Starboard, Jr
J. W. Starboard, Jr.
Principal

1. Was the guidance counselor helpful in orienting you to Warwick High School?

24 yes 0 no 100%

2. Was the student assigned you helpful in orienting you to Warwick High School?

24 yes 0 no 100%

3. After the guidance counselor discussed various materials, requirements, and regulations do you have a better understanding of the following items now than you did before you came?

   a. Student activity program 22 yes 2 no 92%

   b. Required subjects 24 yes 0 no 100 %

   c. Elective subjects 23 yes 1 no 96%

   d. Graduation requirements 22 yes 2 no 92%

   e. School rules and regulations 23 yes 1 no 96%

4. Has the student handbook helped familiarize you with:

   a. School rules and regulations? 23 yes 1 no 96%

   b. Student activity program? 22 yes 2 no 92%

   c. Required subjects? 22 yes 2 no 92%

   d. Elective subjects? 23 yes 1 no 96%

   e. Graduation requirements? 21 yes 3 no 88%

5. Was the tour of the building when you registered helpful in familiarizing you with the school building? 21 yes 3 no 88%

6. Was the map of the school helpful to you this first week? 20 yes 4 no 83%

OVER

APPENDIX O

Memo To: Department Chairmen January 7, 1976

From: J. Starboard

Re: Huntington - Warwick Articulation

At this point I'm sure a meeting between you and the department chairman at Huntington has already occured in preparation for the January 23, 1:30 meeting. As previously suggested I need to be informed by Friday, January 9 of the information listed on attached form A. For those who have already done so, I'm returning it to you. Please transfer it to the form.

After the January 23 meeting the report form B needs to be completed and returned to me. Since a fairly detailed account of the conclusions reached and suggestions put forth at the meeting is necessary, you would probably need to appoint a recorded. Please try and have this information on form B in to me by February 6.

Thnak you for your cooperation.

APPENDIX P

ARTICULATION REPORT FORM A

Department ____________________

When Department Chairmen met ______________________

Where ________________________

Agenda for January 23 meeting

Other items discussed

APPENDIX Q

TEACHER EXCHANGE PROGRAM

TEACHER INTERVISITATION REPORT FORM

School ______________________________

Department ______________________________

Name of Teacher ______________________________

Date of Visitation ______________________________

APPENDIX R

DEPARTMENT CHAIRPERSON MEMO

1. Call during week of December 1 - 5 to set up Meeting during week of December 8-12.

2. At this meeting determine:

   a. Agenda for January 23 meeting of departments (see suggestions below)

   b. Schedule for teacher exchange program - teachers involved and when are they going to exchange classes.

   c. Review guidelines for grouping and placing students with any recommendations for change (only English, Math, Geography, Science, Music)

   d. Location of January 23 meeting (Huntington or Warwick.)

   e. Future meetings

3. Let me know after you have met - when and where you met and what you discussed and determined. Please do the same for the January 23 meeting. Especially let me know as soon as possible the teachers involved in the "Exchange Program".

Suggested Topics for January 23rd meeting

1. Brainstorm (see attachment)

   a. What procedures or programs might be developed or considered in assisting students to have a smooth transition between Huntington and Warwick.

   b. Topics or problems dealing with the curriculum that need attention in order for there to be a smoother transition in the curriculum between the two schools.

   c. What can we do to improve communication between the two schools and foster cooperation and understanding.

2. Review Grouping and Placement guidelines (Certain departments)
   We need a concensus of the two departments.

The above activities are the outgrowth of a needs assessment under the direction of the Superintendent and his staff. Two questionnaires (one to the professional staff, and one to the students) were developed and administered, and the results have been tabulated and analyzed. The professional staff questionnaire revealed problems in the areas of communication, cooperation and understanding between feeder schools, the grouping and placing of students, a time for meeting and planning, and a familiarity with feeder school course offerings. The student questionnaire, on the other hand, revealed problems in the areas of familiarity with the new building, the new student's schedule, rules and regulations of the new school, required and elective subjects, the student activity program, graduation requirements, and ability level assignments.

APPENDIX S

ARTICULATION REPORT FORM B

Department ______________________________

As a result of the meeting on January 23, please complete the following report. Be as thorough and precise as possible, especially as to conclusions reached concerning the topics covered.

1. What procedures or programs might be developed or considered in assisting students to have a smooth transition between Huntington & Warwick.

2. Topics or problems dealing with the curriculum that need attention in order for there to be a smoother transition in the curriculum between the two schools.

3. What can be done to improve communication between the two schools and foster more cooperation and understanding?

4. Review and/or revision of Grouping and Placing Guidelines (attach copy of guidelines) only English, Math, Geography, Science, Music.

Suggestions for other topics:

a. Expectations and course requirements.

b. A sharing of successful teaching techniques and methods.

c. Develop ways of communicating specialties between schools.

d. What feedback would be helpful from Warwick to teachers at Huntington.

e. Establishment of a laison committee between the two departments to work on further articulation endeavors.

f. Emphasis of instruction.

5. Other topics and conclusions.

APPENDIX T

GROUPING AND PLACEMENT GUIDELINES

ENGLISH

MATH

SCIENCE

Guidelines for grouping as agreed upon by the English teachers of Warwick and Huntington

I. Level X students should

- A. Be capable of abstract reasoning
- B. Be able to draw conclusions and inferences
- C. Be able to differentiate between literal and figurative expressions
- D. Have a desire and initiative for independent study
- E. Be able to perform the language skills of the graded grammar and composition textbook (If the student makes frequent errors in subject-very agreement, use of pronouns, use of verbs, and sentence structure, he should not be put in an X class.)
- F. Comprehend the literary selections of the grade level with limited assistance
- G. Be able to present specific support for his general statements
- H. Follow directions accurately
- I. Can apply skills to new situations and see relations among his total program of courses

II. Level Y students usually

- A. Is above a remedial reading level but needs assistance in comprehending grade level materials
- B. May be reluctant to read and write
- C. Is unable to deal with abstract material
- D. Has a short attention span and memory
- E. Ignores homework assignments
- F. Requires re-enforced instruction

III. Average

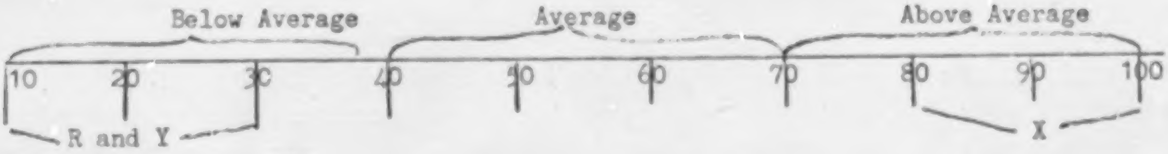
are able to use grade level materials with minimum assistance. (If the characteristics listed in the X and Y sections are not descriptive of the student's ability, then the student should be placed in an average group.)

IV. Slow readers or non-readers should be placed in 10R English 5.

V. Please encourage average and above average students in English to select an elective from the following:

World Literature - M (Mythology)
Creative Writing
Journalism
Drama
Speech
Advanced Composition
Reading Improvement

VI. SRA records


Below Average
Average
Above Average
10
20
30
40
50
60
70
80
90
100
R and Y
X

Curriculum Guide
Course Offerings

Course Name: General Math 3R,4R Grade Level: 9

IBM Code Number
First Semester: 411 Second Semester: 412

Assignment: Teacher recommendation

Prerequisites: 8 G Math-1R,2R, or teacher recommendation

Course Description:

General Mathematics 3R,4R is a continuation of 8 General Math 1R,2R. It does not serve as a prerequisite for algebra. ½ credit each semester.

Geared to: Remedial

Basal Text: Scott-Foresman, Mathematics Around Us, Applications and Skills

Curriculum Guide
Course Offerings

Course Name: General Math 3Y,4Y Grade Level: 9

IBM Code Number
First Semester: 413 Second Semester: 414

Assignment: Teacher recommendation

Prerequisites: 8 General Mathematics 1, 2 or teacher recommendation

Course Description:

General Mathematics 3Y,4Y is designed for students who at this time are not prepared or do not plan to pursue an academic mathematics program. The emphasis in this course is on practical mathematics to be used in everday life. This course does not serve as a prerequisite for algebra. ½ credit each semester.

Geared to: Below average

Basal Text: Allyn & Bacon, Stein, Refresher Mathematics

Curriculum Guide
Course Offerings

Course Name: General Math 3,4 Grade Level: 9

IBM Code Number
First Semester: 415 Second Semester: 416

Assignment: Teacher recommendation

Prerequisites: 8G Math 1,2 or teacher recommendation

Course Description:

General Mathematics 3,4 is for the student who wishes to perfect arithmetic skills. The course is designed to emphasize practical mathematics. This course does not serve as a prerequisite for algebra. ½ credit each semester.

Geared to: Average and below average.

Basal Text: Allyn & Bacon, Stein, Refresher Mathematics

Curriculum Guide
Course Offerings

Course Name: General Math 5,6 Grade Level: 10,11,12

IBM Code Number
First Semester: 417 Second Semester: 418

Assignment: Elective

Prerequisites: Successful completion of General Mathematics 3,4 or 3Y,4Y

Course Description:

General Mathematics 5,6 is a two-semester course reviewing and extending arithmetic skills developed in the previous work in general mathematics. Emphasis will be placed in applying mathematics to everyday life. No student should enroll in General Math 5,6 if he has received credit in an algebra course. This course is designed for the student who has a genuine interest in mathematics but does not plan to attend college. The course does not serve as a prerequisite for algebra.

Geared to: Meet the needs of students who are pursuing courses in a general mathematics sequence.

Basal Text:

Curriculum Guide
Course Offerings

Course Name: Fundamentals of Algebra 1,2 Grade Level: 9,10,11,12

IBM Code Number
First Semester: 433 Second Semester: 434

Assignment: Elective, with teacher recommendation

Pre equisites: Pre-Algebra 1,2 or teacher recommendation

Course Description:

Fundamentals of Algebra 1,2 covers most of the topics of Algebra 1,2 but not at that high a level of rigor. The course is designed for the student who wishes to take algebra but is not prepared to take Algebra I-1,2. Upon successful completion of this course, however, a student should be qualified to enroll in Algebra I-1,2. For college purposes, Fundamentals of Algebra 1,2 can be considered acceptable as 1 credit in algebra. However, in order to enroll in Geometry 1,2 a student must successfully complete Algebra I-1,2.

Geared to: Average

Basal Text: Holt, Rinehart, Winston; Nichols, et al.,
Holt Algebra 1, (c) 1974.

Curriculum Guide
Course Offerings

Course Name: Algebra I-1,2 Grade Level: 9, 10, 11, 12

IBM Code Number
First Semester: 435 Second Semester: 436

Assignment: Elective

Prerequisites: Pre-Algebra 1,2 or
Fundamentals of Algebra 1,2 or teacher recommendation

Course Description:

Algebra I-1,2 is a basic course in elementary algebra. It includes a study of linear and quadratic equations and inequalities including fractional and irrational equations. Also studied are systems of linear equations in two variables, graphing of polynomial equations, and functions and variations. ½ credit each semester.

Geared to: Average and above average

Basal Text: Houghton-Mifflin, Dolciani, Algebra 1

Curriculum Guide
Course Offerings

Course Name: Geometry 1,2 Grade Level: 9, 10, 11, 12

IBM Code Number
First Semester: 437 Second Semester: 438

Assignment: Elective

Prerequisites: Algebra I-1,2 or 8 Algebra I-1,2

Course Description:

Geometry 1,2 is a deductive study of Euclidean geometry including plane geometry, space geometry, and coordinate geometry. An emphasis is placed on logical reasoning and deductive proof. ½ credit each semester.

Geared to: Average and above average

Basal Text: Houghton Mifflin, Jurgensen, Geometry

Curriculum Guide
Course Offerings

Course Name: Algebra & Trigonometry 1,2 Grade Level: 10, 11, 12

IBM Code Number
First Semester: 441 Second Semester: 442

Assignment: Teacher recommendation

Prerequisites: Geometry 1,2 and teacher recommendation

Course Description: Algebra - Trigonometry is a course for students capable of successfully mastering the material of Algebra II-1,2 and Trigonometry in one year. ½ credit each semester.

Geared to: Above average

Basal Text: Houghton Mifflin,Dolciani, Algebra 2 and Trigonometry

CRITERIA FOR VARIOUS GROUPS OF SCIENCE INSTRUCTION

Above Average

Evidence of interest in science
Possess these characteristics for the academidally talented
- capacity for self direction
- ability to do abstract thinking
- initiative and originality
- effective work habits
- ability in and enjoyment of verbalizing

Above average pupil in grade seven
A and B student in science

Average

Average pupil in grade seven
B or C work in science
Usually capable of independent work
Good interest in science
Willingness to strive for improvement

Below Average

Not performing on grade level in science
D or unsatisfactory work in science
Generally below grade level in reading
Little initiative to do work
Weak in basic skills

SCHOOL ________________________ SUBJECT ________________________

GRADE LEVEL TAUGHT (circle) 8 9 10 11 12 POSITION ________________________

APPENDIX U
EVALUATION QUESTIONNAIRE

COMBINED

Dear Teacher:

Please take a few moments and respond to the following questions. The purpose is to determine your feelings toward this articulation meeting between our paired schools.

Thank you,

J. Starboard
A. Pitchford

1. Do you feel that the meeting and planning together with teachers from your paired school has:

   a. helped to increase understandings? 125 yes 2 no 98%

   b. helped to improve attitudes? 114 yes 10 no 91%

   c. helped to improve morale? 105 yes 19 no 85%

   d. helped to improve communications? 122 yes 5 no 96%

   e. helped to foster more cooperation? 118 yes 7 no 94%

2. Do you feel that such meetings should be continued? 120 yes 6 no 95%

3. Would you like to see more programs of this nature between the two schools?
118 yes 9 no 93%

4. Are these kinds of programs helpful in exchanging ideas? 121 yes 6 no 95%

5. If the time is provided would you like to have more meetings together? 118 yes
94%
7 no

6. Should there be time set aside in next year's calendar for such meetings?
122 yes 3 no 98%

7. In the space below please comment on the following. (Use the back of the page if necessary)

   a. If you answered no to any question above please briefly explain your reason(s).

   b. Please make any other comments, suggestions, observations, etc. you may have concerning the program.

SCHOOL ______________________ SUBJECT ______________________

GRADE LEVEL TAUGHT (circle) 8 9 10 11 12 POSITION ______________________

APPENDIX V
EVALUATION QUESTIONNAIRE
INTERMEDIATE

Dear Teacher:

Please take a few moments and respond to the following questions. The purpose is to determine your feelings toward this articulation meeting between our paired schools.

Thank you,

J. Starboard
A. Pitchford

1. Do you feel that the meeting and planning together with teachers from your paired school has:

   a. helped to increase understandings? 56 yes 0 no 100%

   b. helped to improve attitudes? 53 yes 1 no 98%

   c. helped to improve morale? 48 yes 7 no 87%

   d. helped to improve communications? 55 yes 1 no 98%

   e. helped to foster more cooperation? 52 yes 3 no 95%

2. Do you feel that such meetings should be continued? 54 yes 2 no 96%

3. Would you like to see more programs of this nature between the two schools? 54 yes 2 no 96%

4. Are these kinds of programs helpful in exchanging ideas? 55 yes 1 no 98%

5. If the time is provided would you like to have more meetings together? 55 yes 1 no 98%

6. Should there be time set aside in next year's calendar for such meetings? 56 yes 0 no 100%

7. In the space below please comment on the following. (Use the back of the page if necessary)

   a. If you answered no to any question above please briefly explain your reason(s).

   b. Please make any other comments, suggestions, observations, etc. you may have concerning the program.

SCHOOL ______________________________ SUBJECT ______________________________

GRADE LEVEL TAUGHT (circle) 8 9 10 11 12 POSITION ______________________________

APPENDIX W
EVALUATION QUESTIONNAIRE
HIGH SCHOOL

Dear Teacher:

Please take a few moments and respond to the following questions. The purpose is to determine your feelings toward this articulation meeting between our paired schools.

Thank you,

J. Starboard
A. Pitchford

1. Do you feel that the meeting and planning together with teachers from your paired school has:

   a. helped to increase understandings? 69 yes 2 no 97%

   b. helped to improve attitudes? 61 yes 9 no 91%

   c. helped to improve morale? 57 yes 12 no 83%

   d. helped to improve communications? 67 yes 4 no 94%

   e. helped to foster more cooperation? 66 yes 4 no 94%

2. Do you feel that such meetings should be continued? 66 yes 4 no 94%

3. Would you like to see more programs of this nature between the two schools? 64 yes 7 no 90%

4. Are these kinds of programs helpful in exchanging ideas? 66 yes 5 no 93%

5. If the time is provided would you like to have more meetings together? 63 yes 6 no 91%

6. Should there be time set aside in next year's calendar for such meetings? 66 yes 3 no 96%

7. In the space below please comment on the following. (Use the back of the page if necessary)

   a. If you answered no to any question above please briefly explain your reason(s).

   b. Please make any other comments, suggestions, observations, etc. you may have concerning the program.

APPENDIX X

RESPONSES BY DEPARTMENTS

DEPARTMENT	NUMBER IN DEPARTMENT	POSITIVE RESPONSES	NEGOTIVE RESPONSES	TOTAL
Art	5	50	0	50
Business	8	79	1	80
Distributive Education	4	32	8	40
English	20	192	8	200
Foreign Language	9	88	2	90
Guidance	9	90	0	90
Health and Physical Education	13	129	1	130
Home Economics	5	50	0	50
Industrial Arts	8	77	3	80
Library	4	38	2	40
Mathematics	12	119	1	120
Music	6	58	2	60
Science	12	115	5	120
Social Studies	12	92	28	120
Total	127	1209	61	1270

APPENDIX Y

EVALUATION TEACHER EXCHANGE PROGRAM

Dear Teacher,

In an attempt to assess the effectiveness of the recent inter-school visitation program in which you were involved, please take a few minutes and answer the following questions. Please be as candid as possible in your answers. Thank you for your time and effort.

A. Pitchford
J. Starboard

SCHOOL ______________________________ DEPARTMENT ________________________

1. Do you feel that the exchange program has helped establish:

    a. a line of communication between the schools? __21__ yes __1__ no 96%

    b. a basis for the beginning of a spirit of cooperation between the schools? __19__ yes __3__ no 86%

    c. a better understanding of your paired school? __21__ yes __1__ no 96%

2. Do you feel that this is a worthwhile program? __19__ yes __3__ no 86%

3. Would you recommend that other teachers be involved in such a program? __20__ yes __2__ no 91%

4. Would you like to see the program expanded? __18__ yes __4__ no 82%

5. Do you feel that this program has helped you develop a more understanding attitude toward your paired school? __22__ yes __0__ no 100%

6. Do you feel that more programs of this nature should be developed between the two schools? __20__ yes __2__ no 91%

7. Do you now have a "better feeling" about the paired school than you did before the program? __18__ yes __4__ no 82%

8. a. If you are an intermediate teacher, were you able to get feedback from the students at Warwick? __11__ yes __0__ no 100%

    b. If you are a high school teacher, do you feel students at Huntington benefited by asking questions about Warwick? __11__ yes __0__ no 100%

9. If you answered no to any of the above questions, please briefly explain your reason(s).

10. Other comments (please indicate how you feel the program could be improved or any other observations about the program you may have).

(use the back if necessary)

CURRICULUM WORKSHOP PROGRAM

curriculum workshop

Ferguson High School
Thursday, February 26, 1976

Session I 4:00-4:50 p.m.		
Panel A-The Humanities	Group 1 a, b	Room 130
Panel B-The Sciences	Group 2 a, b	Room 132
Panel C-The Vocations	Group 3a	Room 155
	Group 3b	Room 157
Session II 4:50-5:40 p.m.		
Panel A-The Humanities	Group 2 a, b	Room 130
Panel B-The Sciences	Group 3 a, b	Room 132
Panel C-The Vocations	Group 1a	Room 155
	Group 1b	Room 157
Session III 5:40-6:30 p.m.		
Panel A-The Humanities	Group 3 a, b	Room 130
Panel B-The Sciences	Group 1 a, b	Room 132
Panel C-The Vocations	Group 2a	Room 155
	Group 2b	Room 157

Session IV 6:30 p.m. dinner, senior cafeteria

Welcome .... William N. Cox
Invocation .... J. William Etheridge

dinner

Recognition of guests ....Mary Passage
Introduction of Speaker ....Marion Giedemann
Speaker... Dr. Raymond G. Melton
Remarks from
...............................the superintendent Dr. Don R. Roberts
...............................the school board Melvin M. Overman

instructional supervisors

Secondary Cur.	Mary L. Passage
Art	Lee Montgomery
Business Ed. & Distributive Ed.	Ettalea E. Kanter
Driver Ed. & Safety	George E. Tyson
Foreign Lang. & Volunteer Program	Marjory Schell
Health Ed.	Robert Ascher
Language Arts	J. William Etheridge
Library Services	Gladys Caywood
Mathematics	Alfred W. Lebold
Music	Catherine Dycus
Physical Education	Wayne Begor
Reading	Dr. Concetta Wilson
Research & Computer Services	Gil A. Wylie
Social Studies	Jean Atkinson
Special Education	Dorothy Roseboro
Science	Daniel Easter
Teaching Materials	June Loving
Vocational & Adult Ed.	Joseph Dellapenta

APPENDIX AA

CURRICULUM WORKSHOP HANDOUTS

HOME ECONOMICS

DISTRIBUTIVE EDUCATION

BUSINESS EDUCATION PROGRAMS

Some Interesting Home Economics Careers

1. Art

The way art is used in the home and in commercial buildings...colors, textures, shapes, lines...the arrangement of furniture and furnishings...the use of crafts, sculpture, ceramics, and other materials.

Advertising Artist
Clothing Designer
College Teacher
Color Coordinator
Consumer Information Specialist
Costume Designer
Crafts Instructor
Department Store Buyer
Display Designer
Extension Specialist
Fabric Coordinator
Fashion Illustrator
Furniture Designer
Home Lighting Consultant
Interior Decorator
Magazine Editor
Package Designer
Product Developer
Product Publicity Director
Public Relations Executive
Textile Designer
Therapist
Visual Aids Specialist
Dress Pattern Designer

2. Family Economics - Home Management

How money, time, and energy are used to meet family and personal goals...consumer credit in today's economy...helping families budget and spend money satisfactorily.

Adult Education Teacher
College or High School Teacher
Consumer Consultant
Consumer Information Specialist
Educational Materials Writer
Extension Specialist in Family Economics
4-H Leader
Family Financial Counselor
Magazine Editor
Money Management Specialist
Moving and Storage Consultant
Peace Corps Volunteer
Public Housing Consultant
Public Relations Executive
Rehabilitation Specialist
Research Specialist
Saving Bank Home Economist
Utility Home Economist
VISTA Worker
Welfare Home Economist
Extension Specialist in Home Management

3. Family Relations and Child Development

The growing-up process...how members of a family relate to each other...understanding people and how they relate to their environment...how children learn.

Adult Education Teacher
Child Care Specialist
Guidance Counselor
Magazine Editor

3. (cont'd)

Child Guidance Counselor
College or High School Teacher
Community Aid Home Economist
Day School Teacher
Elementary School Teacher
Extension Specialist in Family Relations
Family Life Consultant
Nursey School Teacher
Parent Education Specialist
Peace Corps Volunteer
Rehabilitation Specialist
Research Specialist
Social Worker
VISTA Worker
Welfare Home Economist
Youth Counselor
4-H Leader
Extension Specialist in Child Development

4. Food and Nutrition

The problem of feeding people all over the world...how food products are developed...helping families plan and prepare attractive, nutritious meals...helping people to understand their nutrition needs.

Advertising Copywriter
College or High School Teacher
Consumer Consultant
Community Aid Home Economist
Dietitian
Educational Materials Writer
Extension Specialist
Food Chemist
Food Photographer
Food Research Specialist
Marketing Specialist
Newspaper Food Editor
Nutrition Consultant
Nutrition Research Specialist
Peace Corps Volunteer
Public Health Nutritionist
Publicity Director
School Lunch Consultant
Space Food Technologist
Test Kitchen Home Economist
Utility Home Economist
VISTA Worker

5. Home Economics Education

Helping young people gain basic skills and knowledge they'll need for their future homes...communicating with groups of students and adults...teaching disadvantaged families.

Adult Education Teacher
College Teacher
Community Aid Home Economist
Consumer Educator
Curriculum Specialist
Day School Administrator
Educational Materials Writer
Elementary School Teacher
High School Teacher
Junior College Teacher
Nursey School Teacher
Peace Corps Volunteer
Recreation Specialist
Research Specialist
School Administrator
State or City Supervisor of Home Economics Education
VISTA Worker

5. (cont'd)

- 4-H Leader
- Guidance Counselor
- Head Start Teacher
- Vocational Home Economics Teacher
- Youth Counselor

6. Housing, Furnishing, and Equipment

How the arrangement of a house affects family living... space, storage, equipment, and lighting for comfortable and efficient living...how manufacturers develop and test new appliance ideas.

- Advertising Copywriter
- Appliance Specialist
- City Planning Consultant
- College or High School Teacher
- Consumer Consultant
- Department Store Buyer
- Equipment Designer
- Extension Specialist
- Home Lighting Consultant
- Home Planning Specialist
- Interior Designer
- Kitchen Planner
- Laundry Consultant
- Magazine Editor
- Mobile Homes Designer
- Newspaper Editor
- Office Designer
- Product Development Specialist
- Product Publicity Director
- Public Housing Consultant
- Research Specialist
- Urban Renewal Consultant
- Utility Home Economist

7. Institution Administration

Attractive and efficient food service for large groups of people...translating nutrition needs of the individual into the needs of groups...how hospitals plan food for each patient...new ways of preparing foods for a large number of people.

- Airline Food Service Supervisor
- Armed Service Dietitian
- Cafeteria Supervisor
- College Food Service Director
- College Teacher
- Consumer Marketing Specialist
- Educational Materials Writer
- Food Service Specialist
- Home Service Director
- Hotel Executive Housekeeper
- Hotel Manager
- Industrial Food Service Manager
- Institutional Feeding Specialist
- Kitchens and Equipment Editor
- Peace Corps Volunteer
- Restaurant Chain Menu Planner
- Restaurant Owner
- Research Specialist
- School Lunch Director
- Test Kitchen Director
- Utility Home Economist

8. Textiles and Clothing

Changes and trends in fashions...using new fibers and fabrics...the process of turning sketches into clothing...buying

8. (cont'd)

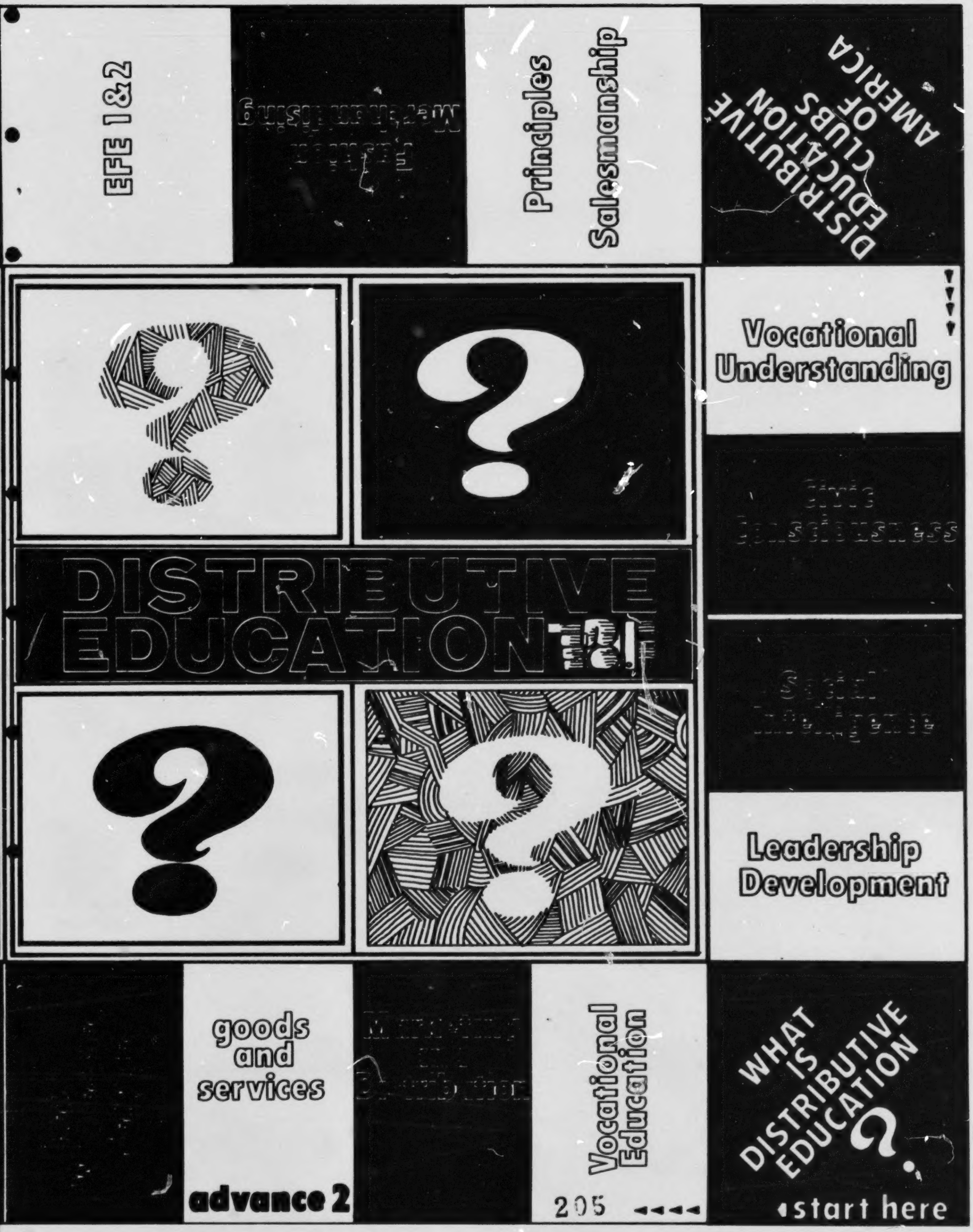
clothing and household textiles for a department store.

- Advertising Account Executive
- Clothing Consultant
- College or High School Teacher
- Consumer Education Specialist
- Costume Designer
- Department Store Buyer
- Dress Pattern Designer
- Exhibit Designer
- Extension Clothing Specialist
- Fashion Coordinator
- Fashion Designer
- Fashion Editor
- Fashion Illustrator
- Laundry Products Specialist
- Museum Curator
- Sewing Center Director
- Product Developer
- Product Publicity Director
- Research Specialist
- Retail Store Training Specialist
- Textile Designer
- Textile Lab Technician

9. Rehabilitation

Helping the physically, emotionally, and metally disabled to become independent in homemaking activities...aiding the economically disadvantaged.

- Child Care Center Consultant-Teacher
- College or High School teacher
- Consultant in Child Welfare and Family
- Consultant in Public Assistance and Community Action Programs
- Extension Specialist
- Hospital or Nursing Home Consultant
- Public Health Home Economist
- Public Housing or Home Planning Consultant
- Rehabilitation Center in Correctional Institutions, Detention Homes, and Probate Courts
- Rehabilitation Research Home Economist
- Rehabilitation Research Specialist
- Social Action Program Consultant
- Special Education Home Economist



EFE 1 & 2

Fashion Merchandising

Principles Salesmanship

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

▼▼▼▼

Vocational Understanding

Civic Consciousness

DISTRIBUTIVE EDUCATION

Social Intelligence

Leadership Development

[illegible]

goods and services

advance 2

Marketing and Distribution

Vocational Education

◄◄◄◄

WHAT IS DISTRIBUTIVE EDUCATION?

◄start here

DISTRIBUTIVE EDUCATION

NEWPORT NEWS PUBLIC SCHOOLS
Newport News, Virginia

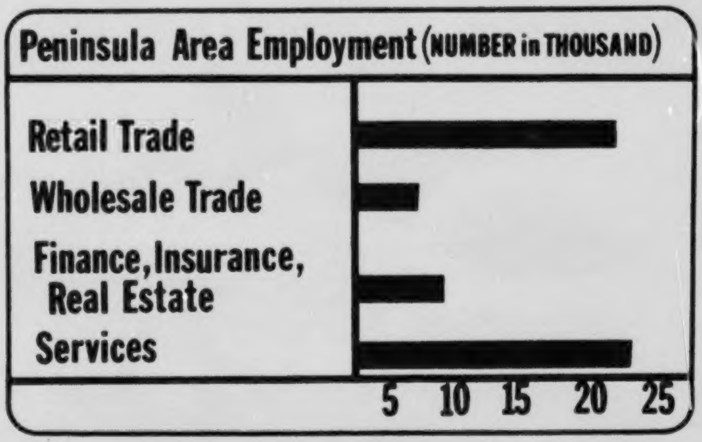
WHAT DISTRIBUTIVE EDUCATION IS and IS NOT

The mission of Distributive Education is to insure that programs and services are provided for all students who desire to develop and apply their interests, abilities, and aptitudes toward a career in marketing and distribution.

The cooperative phase of the program derives its name from the cooperative working arrangement between the school and distributive businesses of the community. In this program the student receives classroom instruction directly related to a chosen occupation in the retail, wholesale, or service field. At the same time, he receives work experience with a business person who provides part-time employment for which the student receives school credit plus pay.

The cooperative DE program is for the student who has a real interest in the fields of marketing and distribution. It is not an employment service for students merely seeking part-time or after school jobs.

In addition to the cooperative program, Distributive Education in Newport News offers four additional courses. Education for Employment is a one-year course designed to help ninth grade students develop goals and values which enable them to understand the importance of being employed and to introduce future job opportunities. DE Preparatory is a one-year program of occupational exploration in the field of marketing and distribution offered to tenth grade students. Also offered are a course in Fashion Merchandising designed for students who desire specialized training in the fashion field and a one-semester Principles of Salesmanship course designed to assist students gain a job entry skill in the selling field.



Distributive Education is an educational program that provides effective training to those persons responsible in or moving toward positions in distribution. Job opportunities in distribution represent the single highest area of employment on the Peninsula. Persons employed in retailing, wholesaling, services, finance, real estate, and insurance currently constitute about 39% of the total work force.

COURSE DESCRIPTIONS

Distributive Education I (Preparatory): the basic course in Distributive Education which provides students with an introducation to the field of marketing and distribution, acquaints them with career opportunities which it offers and assists them in selecting a tentative career objective in this field. Students also develop the social, economic, mathematical, and communications skills necessary for entry jobs in distribution. Recommended for 10th grade students. 1 credit.

Distributive Education II (Beginning Cooperative): the beginning cooperative program in which students combine classroom instruction with supervised on-the-job training in a distributive business approved by the Distributive Education Coordinator. In this year of the program, students concentrate on developing competencies needed by distributive workers in the areas of selling, advertising, display, operations, and product and service technology. Students will be employed for an average of not less than 15 hours per week. Usually offered at 11th grade level. 2 credits.

Distributive Education III (Advanced Cooperative): the advanced cooperative program in which students pursue in greater depth the development of marketing competencies necessary for full-time employment and job advancement in distribution. Students continue the combination of classroom instruction and on-the-job training. Emphasis in instruction is on merchandising, sales promotion, marketing research, and management techniques. Students will be employed for an average of not less than 15 hours per week. Offered at the 12th grade level. 2 credits.

Education for Employment I: a one-year course designed to help students develop goals and values which enable them to understand the importance of being employed and to introduce students to future job opportunities. Instruction covers such areas as grooming and appearance, banking for money management, the purchase of food and clothing, and techniques for securing employment. Specific occupational goals are stressed and jobs are explained in depth through projects and other activities. Offered at 9th grade level. 1 credit.

Fashion Merchandising I: designed for students who desire specialized training in the fashion field. Instruction includes a study of fashion careers; personal qualities for success in the fashion field; the influence of historic costume on contemporary fashion; how the fashion world works; the materials of fashion; promotion, selling, and merchandising of fashion; and career opportunities in the fashion field. Recommended at the 12 grade level. 1 credit.

Principles of Salesmanship 1: a one-semester course which introduces students to effective selling techniques, careers in selling, job interview techniques, and the effect of selling on the economy. Recommended at the 12th grade level. 1/2 credit.

GOALS of the DISTRIBUTIVE EDUCATION PROGRAM

The primary goal of the Distributive Education program is to prepare youth for full-time employment in marketing and distribution. The program also serves as a background for those who plan to continue advanced training on the college level in business administration, marketing, advertising, and related fields.

In meeting this primary goal, the student shall:

1. develop an understanding of marketing and distribution.
2. develop an understanding of the social and economic responsibilities of those engaged in distribution in a free competitive society.
3. develop a favorable attitude to the world of work.
4. acquire knowledge needed for gainful employment or for advancement in a distributive occupation.

Education for Employment

MAXIMUM NUMBER OF STUDENTS PER CLASS SECTION: 15

CHARACTERISTICS OF STUDENTS:

All of the students enrolled in the Education for Employment program must be disadvantaged, and each must be identified with two or more of the following characteristics. These identifications must be kept on file as long as the student is enrolled in the program as the file is subject to monitoring by State and Federal education officials.

a. personality, home, or emotional problems.
b. members of families with low incomes.
c. low or underachiever.
d. behind one or more grades.
e. disinterested in school, possibly irregular in attendance.
f. lack personal goals and/or sense of purpose.
g. cultural or linguistic isolation.
h. normal or above in potential ability but failing to achieve.

AREAS STUDIED:

Orientation to Program

Improving Study Habits

Attitudes and Relationships to Classmates, Teachers, School Administrators and Community and Country (including Personality Inventory and School and Community Projects)

Personal Development (including Personal Cleanliness, Proper Dress for Various Occupations, and Manners)

Communications (including Types, Steps in and Blocks to Communicating, Telephone Usage, and Projects to Improve)

Career Study and Oral Reports

Mathematics in Everyday Living (including Basic Math Procedures, Salaries, Income Taxes, Social Security, Sales Slips, Sales Tax, and Change Making)

Money Management (including Savings and Checking Accounts, Checks and Check Stubs, Budgeting, Spending Wisely, Installment Buying, and Insurance)

Job Preparation (including Review of Interest Inventory, Career Study Projects, Sources of Locating Available Jobs, Securing the Job, Starting Work, Job Safety, and Keeping the Job)

DE Preparatory

MAXIMUM NUMBER OF STUDENTS PER CLASS SECTION: 20

QUALIFICATIONS:

The student should:

1. be considering a career in marketing or distribution.
2. have an interest in continuing the program for three years.
3. have a good attendance record.
4. have the potential to meet the qualifications of a cooperative student.

AREAS STUDIED:

Orientation to Distributive Education

Human Relations (including Goal Setting; Individual Interests, Attitudes, and Aptitudes; and Social Etiquette)

Free Enterprise System (including Channels of Distribution, Organization of Business, Profit Motive, and Consumer Protection)

Types of Distributive Businesses

Career Exploration (including Investigation of Careers and Completion of Career Project)

Product Planning (including Brand Names and Trademarks, Packaging and Labeling, and Pricing the Product)

Mathematics of Distribution (including a Pretest, Percentages, Decimals, Multiplication, Fractions, Alignot Parts, Change Making and when Appropriate, Cash Register Usage)

Preparation for Employment (including Social Security, Credit and Budgeting, and Banking)

Securing Employment (including Job Interview Techniques, Development of Personal Characteristics for Employability and Human Relations on the Job)

Cooperative Program

Beginning Cooperative

MAXIMUM NUMBER OF STUDENTS PER CLASS SECTION: 15

QUALIFICATIONS:

The student should:

1. have a career interest in marketing or distribution.
2. be potentially employable.
3. possess character and personality traits which make him acceptable to employers. These include integrity, honesty, dependability, emotional stability, and the ability to take orders.
4. have the ability to work and maintain satisfactory grades in school.
5. have average or above ability in math.
6. have the ability to communicate with people easily.
7. be able to write legibly and spell correctly.
8. be willing to join and participate in the local chapter of the Distributive Education Clubs of America.
9. have the recommendation of a teacher-coordinator.

AREAS STUDIED:

Orientation to the DE Cooperative Program (including Grooming, Job Interview, Social Security, Cash Register Procedures, Basic Mathematics and the Sales Ticket, Credit Sales, and DECA)

Salesmanship (including Sales Supporting Activities, Customer Services, and Stockkeeping)

Merchandise Information

Visual Merchandising

Income Tax (including How to Prepare a 1040 S Form)

Advertising

Mathematics (including Inventory Control and Stock Turnover)

Store Operations

Human Relations

Cooperative Program

Advanced Cooperative

MAXIMUM NUMBER OF STUDENTS PER CLASS SECTION: 15

QUALIFICATIONS:

The student should:

1. have successfully completed DE Beginning Cooperative.
2. have a job in an approved distributive occupation.
3. have the interest in preforming advanced studies in marketing and distribution.
4. meet all qualifications of a DE Beginning Cooperative student.

AREAS STUDIED:

Trends in Distribution (including How and Why Changes Take Place in Business and The Importance of These Changes)

Marketing Research

Government Controls on Business

Review of Income Tax Preparation

Personnel Management (including Store Operations and Employer-Employee Relations)

Credit Principles and Practices

Merchandising (including Planning for Profit, Income Statement, Balance Sheet, Buying Terms, Stock Control, Inventory Control, and Buying)

Store Operations Project

NOTE: A student-parent agreement form must be on file in the Distributive Education office for all cooperative students.

NEWPORT NEWS PUBLIC SCHOOLS

NEWPORT NEWS, VIRGINIA

STUDENT-PARENT AGREEMENT

Cooperative Part-Time Training Program

1. If a work-training student does not attend school on a regular school day, he must not report to work without the consent of the coordinator.

2. If a student goes to work without attending school and without permission of the coordinator, he may receive an "F" for that marking period. The student may be dropped from the work-training program on the second offense.

3. If a student is dismissed from his job through negligence or misconduct, proved by school investigation, he may be dropped from the program and will not receive any school credit.

4. Should an unpleasant job situation arise, the student should notify the coordinator immediately. By conference with both student and employer, the coordinator will determine the course of action. It is important that the student realize his employment comes under school supervision.

5. Student-learners will be employed for an average of not less than 15 hours per week during the school year.

6. The student must be aware at all times that he represents his school and employer. The student's attitude, cooperation, initiative, and desire to learn will count as a part of his evaluation.

7. Each work-training student is expected to actively participate in the local, state, and national clubs of his particular work-training program.

8. A student should always remember that the entire work-training program is judged by his action and appearance.

I have read with full understanding and approval the above Student-Parent Agreement and pledge to put forth my best efforts in making the cooperative enterprise a success.

______________________ Parent or Guardian	______________________ Student
______________________ Coordinator	______________________ Principal

Date ______________________

EVALUATION OF DE STUDENT

Periodic evaluations of the DE student's job performance are made by the employer and teacher-coordinator. The progress report evaluates the DE student's growth on the job. The completion of the form is extremaly important from a training aspect because it helps to point out a student's strengths and clearly shows where improvement is needed. Upon completion of the report, the employer and teacher-coordinator discuss it with the student.

Date ____________________

STUDENT PROGRESS REPORT

____________________ (STUDENT)

____________________ (TRAINING AGENCY)

4 - OUTSTANDING 3 - GOOD 2 - FAIR 1 - POOR

CHECK THE APPROPRIATE SPACE IN EACH CATEGORY	4	3	2	1	COMMENTS
1. Appearance					
2. Personality					
3. Enthusiasm					
4. Cooperation					
[illegible] Reliability					
6. Initiative					
7. Judgment					
8. Overall Performance					

(Check one)

9. ATTENDANCE

Has perfect attendance ________
Occasionally absent but with good excuse and advance notification ________
Occasionally absent without good excuse or notification ________
Frequently absent ________

(Check one)

10. PUNCTUALITY

Always on time ________
Occasionally late but with good excuse ________
Occasionally late without good excuse ________
Frequently late ________

INDICATE PERCENTAGE OF TIME IN:

Sales ______________ Stock Work ______________ Other ______________________(Explain)

Comment on instances where performance is particularly high or low:

Comment on ways in which the student can show improvement:

How does performance compare with last rating?

Rated by__________________ Department __________________ Position ______________

NNPS 223 68

Fashion Merchandising

MAXIMUM NUMBER OF STUDENTS PER CLASS SECTION: 20

QUALIFICATIONS:

The student should:

1. have a career interest in the field of fashion merchandising.
2. have the ability and the maturity to do independent research work.
3. be a senior; however, juniors may be allowed to take the course with the recommendation of the fashion merchandising teacher.
4. meet all qualifications of a DE Beginning Cooperative student.

AREAS STUDIED:

Introduction to Fashion Careers

Fashion Image (including Personal Qualities and Etiquette)

How the Fashion World Works (including Background and Psychology of Fashion, Historical and Environmental Influence on Fashion, and Terminology)

Periods of Historic Costume

Materials of Fashion (including Textiles and Non-textiles)

Selling Fashion Apparel

Sales Promotion

Designers and the Marketplace

Merchandising Fashion

Fashion Coordination

Fashion Buying

Color, Line, and Design

Visual Merchandising

Advertising

Principles of Salesmanship

MAXIMUM NUMBER OF STUDENTS PER CLASS SECTION: 20

QUALIFICATIONS:

The student should:

1. be a senior.
2. have initiative and the ability to communicate with people.
3. have an interest in selling as a career.
4. enjoy working with people.
5. have ability to develop the skill of learning product information.

AREAS STUDIED:

Careers in Selling (including Types and Advantages of Available Selling Jobs and Advancement in Selling)

Importance of Selling

Stockkeeping (including Importance of Stockkeeping, Preparing Merchandise for Selling, and Taking Inventory)

Cash Register Techniques and Change Making Procedures (including Stock Shortages and Overages, Sales Checks, and Cash and Credit Sales)

Handling Returned Merchandise

The Selling Process (including the Approach, Learning Customers Needs, the Sales Talk, Meeting Objections, Suggestion Selling, and Completing the Sale)

Product Information (including Sources of Information, Advertising as A Source of Information, and Product Marketing Aids)

Preventing Shoplifting

Obtaining Employment (including Completing the Job Application and Conducting the Interview)

SUGGESTED ELECTIVES

Speech

Consumer Mathematics

Personal Typing

Sociology

Economics

Psychology

Drama

Art

POLICIES GOVERNING REIMBURSEMENT OF SCHOOL DIVISIONS FOR VOCATIONAL EDUCATION PROGRAMS

1. A vocational education program shall be approved for vocational funding when it meets the following requirements:

    a. The full sequence of courses in a program is offered.
    b. Teachers are properly certified and endorsed by the State Division of Teacher Education and Certification to teach the courses to which they are assigned.
    c. The program meets at least the minimum number of clock hours, periods, or time sequence required for students to accomplish the program objectives.
    d. Class periods are scheduled for sufficient lengths or blocks of time to promote the types of teacher-learning activities best suited to the vocational program fields.
    e. The number of students enrolled in a course does not exceed the maximum number established for that course, and the number of students enrolled in a course does not exceed the number of student work stations available in the laboratory or classroom. (A work station includes the floor space, furniture, hardware, and software required by one student for study in a vocational program field).
    f. Provision is made for extended employment to eleven or twelve months for vocational teachers in those programs where additional time is needed to assure adequate and effective instruction.

2. In addition, part-time cooperative work training programs require that:

    a. Teacher-coordinators of cooperative programs be given a consecutive number of periods in the school schedule to supervise students on the job and coordinate the school program with on-the-job training activities.
    b. Students in cooperative education programs be given not less than two consecutive periods a day in their school schedule for on-the-job training activities.

3. Vocational programs funded for disadvantaged and handicapped students require that:

    a. Programs be specially designed for the students to be served.
    b. Students in these programs be identified as needing specially designed programs.

DISTRIBUTIVE EDUCATION CLUBS of AMERICA

Each Distributive Education student enrolled in the DE program is eligible for membership in the local chapter of the Distributive Education Clubs of America. This chapter is a vital part of the DE Program.

The purposes of the organization parallel the purposes of the Distributive Education program itself; it provides an opportunity for leadership development and at the same time, develops a concept of the importance of membership in the professional groups which function in distribution.

The Distributive Education chapter should be regarded as co-curricular rather than as an extra-curricular activity. It is the only national youth organization operating through the public schools to attract young people to careers in marketing and distribution. It is organized at the local, state, and national levels. Students are responsible for paying dues for each level of membership and may supplement local activities with additional fees.

CAREERS

Marketing and distributive occupations are grouped by the Standard Industrial Classification (SIC), a system which identifies, defines, and classifies vocational and technical instructional programs and links the programs to a wide range of occupations found in the economy. Instructional programs in Distributive Education are classified as 04.00 in the SIC and coded in the following categories:

- Advertising Services
- Apparel and Accessories
- Automotive
- Finance and Credit
- Floristry
- Food Distribution
- Food Services
- General Merchandise
- Hardware, Building Materials, Farm and Garden Supplies and Equipment
- Home Furnishings
- Hotel and Lodging
- Industrial Marketing
- Insurance
- International Trade
- Personal Services
- Petroleum
- Real Estate
- Recreation and Tourism
- Transportation
- Other Retail Trade
- Other Wholesale Trade

Distributive Education careers which relate to the 04.00 instructional categories include a wide range of occupations:

- Professional Salesperson
- Florist
- Buyer
- Food Checker
- Store Manager
- Cashier
- Auctioneer
- Comparison Shopper
- Department Manager
- Bridal Consultant
- Hotel-Motel Manager
- Sales Representative
- Sales Manager
- Tourist Director
- Airline Stewardess
- Advertising Copywriter
- Appraiser
- Bank Teller
- Commercial Artist
- Fashion Coordinator
- Fund Raiser
- Jeweler
- Model
- Personnel Director
- Recreation Director
- Theatre Manager
- Vocational Teacher
- Window Trimmer

Business Education Programs

NEWPORT NEWS PUBLIC SCHOOLS
Newport News, Virginia
1976-77

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INTRODUCTION

This booklet was prepared for you--the guidance counselor and administrator. We hope that it deepens your understanding of our program, our goals, and our course offerings. We hope that it will make your job of counseling business students easier. But above all, we hope that our students will benefit from its use.

General Program Description

Business Education is an elective program which includes basic, supplemental and career preparatory courses to provide training for students:

- Seeking training for gainful employment, job adjustment, and business career advancement in stenographic, clerk-typist, business data processing, and office services occupations.
- Desiring personal-use skills for conducting their every-day business affairs.
- Wishing pre-college preparation in business.
- Seeking practical on-the-job training with a cooperative employer.

General Goals of the Total Program

The business education program is designed primarily to prepare the student to meet employment requirements for a job of his/her choice. The following goals of the Business Education programs are based on employment requirements:

The student will:

- Operate at an acceptable business-entry level those machines related to his/her particular area of concentration.
- Exhibit behavior for interpersonal relations in the office.
- Organize and maintain an efficient work station.

- Demonstrate acceptable office and social etiquette.
- Show knowledge of appropriate dress for business.
- Exhibit those attitudes required for securing, holding, and advancing in a position.
- Perform the necessary tasks of records control and management applicable to his subject.
- Demonstrate the ability to use basic language skills, both written and oral.
- Acquire the ability to communicate effectively in the areas of listening, writing, and speaking.
- Accept himself/herself as a unique human being capable of selecting and achieving in areas commensurate with his/her aptitudes, interests, and abilities.
- Receive occupational information and counseling related to his/her job or to his/her career.
- Receive experience in taking objective tests for civil service jobs and other areas of employment.
- Display his/her ability to handle mathematical problems related to his/her job responsibilities.
- Understand the legal relationships needed in his/her area of concentration.
- Engage in exploratory activities which contribute to early vocational adjustment.
- Receive instruction in preparation for jobs requiring a high degree of specialization.
- Become aware of training required for a position in the field of business duties he/she will perform, opportunities for advancement, the salary he/she can expect and probable working conditions in the office.
- Afford himself/herself opportunities for the constructive use of leisure time and for the development of leadership abilities through the club activities of the Future Business Leaders of America.

Reimbursement Policies

Because the success of the Business Education program depends to some extent on money available for equipment and instructional materials, and because a large percentage of the funds are provided by the State Department of Education, every attempt should be made to comply with the State guidelines that affect local reimbursement.

The policies governing reimbursement of school divisions for vocational education programs states that

> A vocational education program shall be approved for vocational funding when the full sequence of courses in a program is offered, teachers are properly certified and endorsed to teach the courses to which they are assigned, class periods are scheduled for sufficient lengths or blocks of time, the total number of students enrolled in a course does not exceed the maximum number established for the course, and provision is made for extended employment to eleven or twelve months for teachers in programs where additional time is needed to assure adequate and effective instruction. In addition, teacher-coordinators of cooperative programs must be given a consecutive number of periods in the school schedule to supervise students on the job and coordinate the school program with on-the-job training activities and students in cooperative education programs be given not less than two consecutive periods a day in their school schedule for on-the-job training activities.

Program for Disadvantaged Students

Vocational programs funded for disadvantaged students require that programs be specially designed for the students to be served and that students be identified as needing specially designed programs. Characteristics of disadvantaged students must include two or more of the following criteria:

1. personality, home or emotional problems
2. members of families with low incomes
3. low or underachiever
4. behind one or more grades
5. disinterested in school, possibly irregular in attendance
6. lack personal goals and/or sense of purpose
7. cultural or linguistic isolation
8. normal or above in potential ability but failing to achieve for some reason

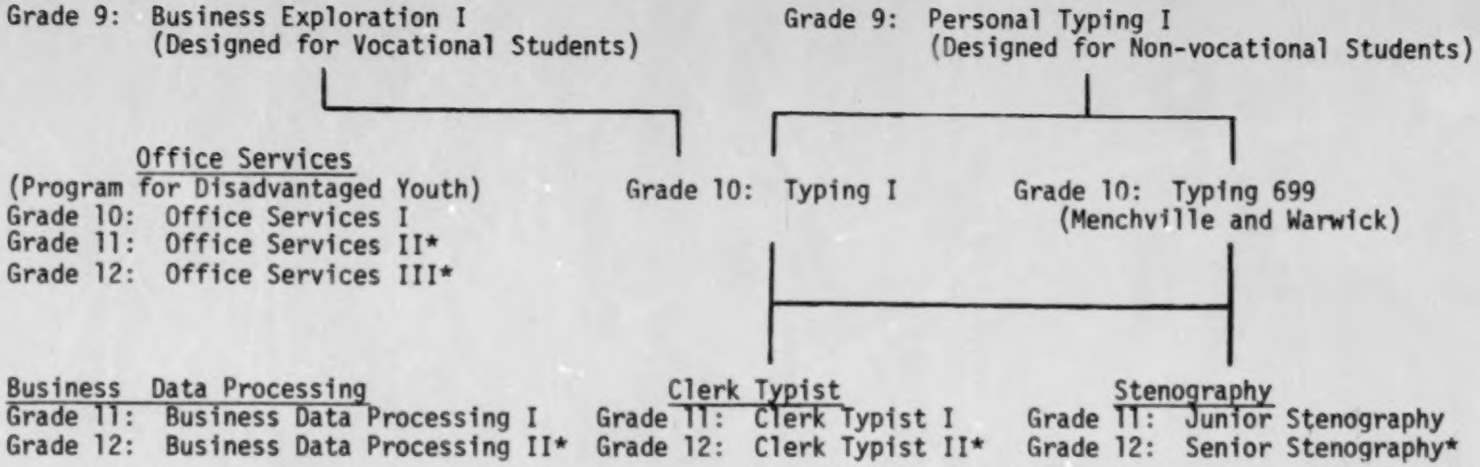
Each school must have on file its guidelines for identifying students who are disadvantaged and handicapped, to be able to show that all students enrolled in these programs meet at least two of the criteria identifying the disadvantaged, and show for each student how he was identified. This information must remain on file as long as the student is enrolled in the program. The file is subject to monitoring by State and Federal education officials.

In recent correspondence from the Division of Vocational Education, the responsibility of identifying and counseling students with special needs was placed on administrators, guidance personnel, and vocational education teachers.

Administrators determine where the identifications of students in special programs are to be filed. The file will consist of lists of students enrolled in each special program along with the characteristics used to determine the eligibility of each student for such programs. The characteristics used in identifying an individual student's eligibility should be well documented. Those characteristics that cannot be substantiated should not be considered.

Guidance Counselors and Vocational Teachers will want to assure that students have the information needed to choose the kinds of programs that best suit their needs and interests. When students elect a special program, they should do so with full understanding of their reasons for making this decision. Students should feel that the school is assisting them by providing programs to meet their specific needs and interests. Neither students nor courses should be labeled "disadvantaged" or "handicapped." Those terms and the special coding of courses for special needs should be known to and used only by professional personnel.

BUSINESS EDUCATION COURSE OFFERINGS



Grade 9: Business Exploration I
(Designed for Vocational Students)

Grade 9: Personal Typing I
(Designed for Non-vocational Students)

Office Services
(Program for Disadvantaged Youth)
Grade 10: Office Services I
Grade 11: Office Services II*
Grade 12: Office Services III*

Grade 10: Typing I

Grade 10: Typing 699
(Menchville and Warwick)

Business Data Processing
Grade 11: Business Data Processing I
Grade 12: Business Data Processing II*

Clerk Typist
Grade 11: Clerk Typist I
Grade 12: Clerk Typist II*

Stenography
Grade 11: Junior Stenography
Grade 12: Senior Stenography*

HIGH SCHOOL ELECTIVES

General Business I
Introduction to Data Processing 1
Recordkeeping I
Bookkeeping I
Business Law 1
Personal Typing 1

* Cooperative Office Education optional

BUSINESS EDUCATION PROGRAM

Newport News City Schools

Course Number 1st Sem.	2nd Sem.	Course Title	Class Periods	Units of Credit	Class Size (Maximum)
625	626	Bookkeeping	1	1	25
655	656	Business Data Processing I	2	2	15
657	658	Business Data Processing II	2	2*	15
601	602	Business Exploration	1	1	25
627	-	Business Law	1	½	25
647	648	Clerk Typist I	2	2	25
649	650	Clerk Typist II	1	1*	25
611	612	General Business	1	1	25
621	-	Introduction to Data Processing	1	½	25
651	652	Junior Stenography	2	2	25
641	642	Office Services I	2	2	15
643	644	Office Services II	2	2	15
645	646	Office Services III	2	2*	15
603	604	Personal Typing (Grade 9)	1	1	30
629	-	Personal Typing I	1	½	30
623	624	Recordkeeping	1	1	25
653	654	Senior Stenography	2	2*	25
613	614	Typewriting I	1	1	30
698	699	Typing 699	1	1	30

* 1 additional unit of credit if working through Cooperative Office Training

Name of Course:	Bookkeeping
Grade Level:	11 and 12
Prerequisite(s):	None
Assignment:	Elective
Course Code:	1st Semester - 625; 2nd Semester - 626
Course Credit:	1 unit of credit
Maximum Enrollment:	25

Course Description:

Bookkeeping is a one-year vocational course designed to give basic knowledge and skill in double-entry bookkeeping. Students learn to interpret and analyze business papers, records, and transactions as an aid to management. In addition to learning the entire accounting cycle, students prepare financial reports and receive experience in working with special journals and ledgers.

Students learn to use business papers involved in banking and payroll. Also included is the use of manual, mechanical, and electronic media.

Bookkeeping is offered to average and above average students not enrolled in Business Data Processing.

Name of Course: Business Data Processing I

Grade Level: 11

Prerequisite (s): General Business
Typewriting I (Highly recommended)

Assignment: Business teacher and counselor endorsements

Course Code: 1st Semester - 655; 2nd Semester - 656

Course Credit: 2 units of credit

Maximum Enrollment: 15

Course Description:

Business Data Processing I is a double-period course designed for training average or above average students as qualified workers in the handling of unit record equipment and operating other office machines used to solve business problems applicable to automated data processing and related occupations.

The course is job oriented and includes instruction in adding and calculating machines with applied office mathematics, accounting, indexing and filing, introduction to office careers, keypunch operation, sorter operation, survey of data processing, and unit record systems, operation, and wiring.

Name of Course: Business Data Processing II

Grade Level: 12

Prerequisite(s): Business Data Processing I

Assignment: Business Data Processing I teacher and counselor endorsements

Course Code: 1st Semester - 657; 2nd Semester - 658

Course Credit: 3 units of credit

Maximum Enrollment: 15

Course Description:

Business Data Processing II is a double-period course designed for preparing students for entry level jobs in automated data processing and related occupations. Emphasis is placed on electronic data processing, providing for both extensive programming and operations training. Provision is made for cooperative work training experience.

Business Data Processing also places continued emphasis on accounting. Other instructional units taught, in addition to electronic data processing and accounting, include business behavior and psychology, business law, business principles and organization, reprographics--duplicating and reproducing methods, unit record review, and office systems and practices.

Career Opportunities:

Students may obtain entry-level positions as:

Keypunch Operator
Payroll Clerk
General Bookkeeper
Accounts Receivable or Accounts Payable Clerk
Sorting Machine Operator
Bank Reconciliation Clerk

Name of Course: Business Exploration

Grade Level: 9

Prerequisite(s): None

Assignment: Elective for students who plan to pursue the Business Education curriculum

Course Code: 1st Semester - 601; 2nd Semester - 602

Course Credit: 1 unit of credit

Maximum Enrollment: 25

Course Description:

Business Exploration is a vocational preparatory course which gives the student an opportunity to explore distributive, clerical, accounting/data processing, and stenographic occupations. The skills, abilities, and attitudes necessary to obtain such positions are identified.

Class activities and topics include checking and savings accounts, career planning, stenographic occupations, personal finance, charge accounts and installment buying, bookkeeping practices, personality development, careers in data processing, communication skills, and using business forms.

Name of Course:	Business Law
Grade Level:	11 and 12
Prerequisite(s):	None
Assignment:	Elective
Course Code:	627
Course Credit:	½ unit of credit
Maximum Enrollment:	25

Course Description:

Business Law is a one-semester course in which students study contracts, the rights of the buyer and seller of goods, the rights and responsibilities of home ownership and the leasing of apartments, and various types of insurance.

Actual court cases are presented, and students render decisions and compare their reasoning with that of the court.

Name of Course: Clerk Typist I

Grade Level: 11

Prerequisite (s): General Business
Typewriting 1

Assignment: Business teacher and counselor endorsements

Course Code: 1st Semester - 647; 2nd Semester - 648

Course Credit: 2 units of credit

Maximum Enrollment: 25

Course Description:

Clerk Typist I is a double-period occupational preparation course designed for the training of persons as qualified workers in handling business papers, performing tasks at the typewriter, and preparing numerous necessary reports. Emphasis is placed upon skill and knowledge development for specific typewriting and related office occupations. The skills and knowledges acquired during this course will become more refined in Clerk Typist II where the student will be preparing to enter a clerical position.

In addition to typewriting, the student receives instruction in adding and calculating machines with applied mathematics, business law, introductions to office careers, records management, office practice, reprographics--duplicating and reproducing methods, recordkeeping, and business behavior and psychology.

Name of Course: Clerk Typist II

Grade Level: 12

Prerequisite (s): Clerk Typist I

Assignment: Clerk Typist I teacher and counselor endorsements

Course Code: 1st Semester - 649; 2nd Semester - 650

Course Credit : 2 units of credit

Maximum Enrollment: 25

Course Description:

Clerk Typist II is a single-period occupational preparation course with cooperative work training. It is designed for the accelerated development of skills used in specific business typewriting and related occupations and to increase student understanding of basic office concepts and fundamental principles applicable to these fields. Provision is made for useful and rewarding exercises involving equipment operation and practical typewriting experiences for the student throughout the program. The refinement of skills is enhanced through office simulations and work experience.

Units of instruction include business law, business principles and organization, keypunch operation or machine transcription, and other office practices and procedures.

Career Opportunities:

Clerk Typist
Statistical Typist
Stencil Cutter
Transcribing Machine Operator
Title Clerk
Policy Writer

Name of Course:	General Business
Grade Level:	10
Prerequisite(s):	None
Assignment:	Elective to students who plan to pursue the Business Education curriculum
Course Code:	1st Semester - 611; 2nd Semester - 612
Course Credit:	1 unit of credit
Maximum Enrollment:	25

Course Description:

General Business is a one-year course available to all tenth-grade students and required as the first course in a vocational business education curriculum. It is an introduction to business to help the student understand business and how it affects him in his everyday life. The student has an opportunity to gain knowledge about the American business system as part of our total economic environment; to become skillful in selecting and using goods and services that are available from business, industry, and government; and to develop competency in managing his personal and business affairs.

The student is encouraged to make a career choice(s) by exploring a variety of occupational areas. He is made aware of the career preparation opportunities available in his own high school and counseled in scheduling courses to reach his objective.

Name of Course: Introduction to Data Processing

Grade Level: 10 and 11

Prerequisite(s): None

Assignment: Elective

Course Code: 621

Course Credit: ½ unit of credit

Maximum Enrollment: 25

Course Description:

Introduction to Data Processing is a one-semester course recommended for students who evidence an interest in and aptitude for areas related to data processing. The course is designed to develop understandings of the basic principles of data processing, to acquaint students with the currently used methods of handling business data, both manual or automated, to familiarize students with basic concepts of automated data processing through the use of the punched card, to acquaint students with data processing terminology, and to stimulate students to pursue further training in data processing upon completion of the course.

The course content includes an introduction to the concepts of data processing--manual, mechanical, electromechanical and electronic; the punched card principle; the keypunch; sorter and other unit record equipment. It serves as a recruiting subject for the business data processing block programs.

Name of Course: Junior Stenography

Grade Level: 11 and 12

Prerequisite(s): General Business
Typewriting I
Average or above average performance in English

Assignment: Business teacher and counselor endorsements

Course Code: 1st Semester - 651; 2nd Semester - 652

Course Credit: 2 units of credit

Maximum Enrollment: 25

Course Description:

Junior Stenography is a double-period occupational preparation course recommended at the eleventh grade level for average and above average students. A shorthand system--Gregg Diamond Jubilee Series--is taught during the first semester, and additional theory, review of principles, and the development of the ability to write shorthand fluently are emphasized during the second semester. The skill of transcription is taught early in the course and developed during the year. Communication skills are taught as an integral part of the program. Major emphasis is placed on shorthand theory, speed, and transcription.

In addition to shorthand, the student receives instruction in the touch operation of the ten-key adding-listing machine and introduced to other office equipment that is used to solve business problems. Development of the typewriting skill, secretarial procedures, recordkeeping, records management, an introduction to office careers, and secretarial skills are integrated in the instructional approach.

Success in stenography depends to a great extent on a sound English background. Research shows that average or above average verbal scores on standardized tests as well as average or above average success in English courses are excellent indicators of success [illegible] shorthand.

Name of Course: Office Services I

Grade Level: 10

Prerequisite(s): Identified as disadvantaged (Refer to Program for Disadvantaged Student, page 3)

Assignment: Only by counselor and/or vocational teacher based on guidelines from Division of Vocational Education, State Department of Education.

Course Code: 1st Semester - 641; 2nd Semester - 642

Course Credit: 2 units of credit

Maximum Enrollment: 15

Course Description:

Office Services I is the first year of a three-year sequential occupational preparation program for youth. This is a double-period course designed to develop those skills, knowledges, and understandings needed to perform specific jobs and to increase student understanding of office work and his place in the world of work.

This course trains for at least three entry-level office jobs--duplicating machine operator, mail and messenger clerk, and stock and inventory clerk. Students may acquire training for additional entry-level positions, depending on individual disadvantagements. Included as a basic goal and activity is remedial training in communications and computations.

Attempts will be made to treat the effects of each student's disadvantagements. If successful in this endeavor, the teacher will recommend that the student be changed to another program more appropriate to his needs.

Name of Course: Office Services II

Grade Level: 11

Prerequisite(s): Office Services I
Identified as disadvantaged (Refer to Program for Disadvantaged Student, page 3)

Assignment: Only by counselor and/or vocational teacher based on guidelines from Division of Vocational Education, State Department of Education.

Course Code: 1st Semester - 643; 2nd Semester - 644

Course Credit: 2 units of credit

Maximum Enrollment: 15

Course Description:

Office Services II is the second year of a three-year sequential occupational preparation program for disadvantaged youth. This course continues with the development of those skills, knowledges, and understandings needed to perform specific jobs.

This course trains for at least three entry-level office jobs--typist/duplicator, shipping and receiving clerk, and file clerk. Instruction in communications and computations continues as an integral part of this program.

Cooperative Office Education is available to some students. Placement depends on the job market and the student's schedule, maturity, social adjustment, attitudes, skill development, and other factors. A student who works through the COE program receives an additional unit of credit.

Name of Course: Office Services III

Grade Level: 12

Prerequisite(s): Office Services II
Identified as disadvantaged (Refer to Program for Disadvantaged Student, page 3)

Assignment: Only by counselor and/or vocational teacher based on guidelines from Division of Vocational Education, State Department of Education

Course Code: 1st Semester - 645; 2nd Semester - 646

Course Credit: 2 units of credit

Maximum Enrollment: 15

Course Description:

Office Services III is the third year of a three-year sequential occupational program for disadvantaged youth. This is a double-period course designed to develop those skills, knowledges, and understandings needed to perform specific jobs.

The course trains the student for at least six entry-level jobs--billing clerk, order/invoice clerk, office cashier, receptionist, general clerk, and clerk-typist. Instruction in communications and computations continues as an integral part of the program.

The course is enriched with a model office simulation and Cooperative Office Education. An additional unit of credit is earned by the student who works through the COE program.

Career Opportunities:

duplicating machine operator
mail and messenger clerk
stock and inventory clerk
clerk-typist
shipping and receiving clerk
file clerk
billing clerk
order/invoice clerk
general clerk
office cashier
receptionist

Name of Course: Personal Typing (Grade 9)

Grade Level: 9

Prerequisite(s): None

Assignment: Elective for students who do not plan to pursue the Business Education curriculum

Course Code: 1st Semester - 603; 2nd Semester - 604

Course Credit: 1 unit of credit

Maximum Enrollment: 30

Course Description:

Personal Typing is a non-vocational course designed for personal use. The student learns to type by touch and with proper techniques. The skill is developed for the purpose of typing personal correspondence, themes, reports, manuscripts with footnotes, bibliographies, and outlines.

Name of Course: Personal Typing I

Grade Level: 10, 11, and 12

Prerequisite(s): None

Assignment: Elective

Course Code: 629

Course Credit: ½ unit of credit

Maximum Enrollment: 30

Course Description:

Personal Typing I is a one-semester course designed for students who are not necessarily interested in the business curriculum, but who want to learn how to type for personal use. The student who wishes to use typewriting skill as a career objective will find this course an excellent introduction from which he may progress to an advanced course. The student also learns to type by touch and with the proper techniques.

The course content includes instruction in typewriting fundamentals and basic techniques; typewriting personal correspondence, themes and reports with footnotes and bibliographies, manuscripts, and tabulated data; and composing correspondence at the typewriter.

Name of Course: Recordkeeping

Grade Level: 10 and 11

Prerequisite(s): None

Assignment: Elective

Course Code: 1st Semester - 623; 2nd Semester - 624

Course Credit: 1 unit of credit

Maximum Enrollment: 25

Course Description:

Recordkeeping is a one-year vocational course for students of average and less than average ability. The emphasis is on practice rather than on theory and analysis. The course is designed to develop recordkeeping skills basic to a number of clerical occupations.

The course content includes handling cash transactions, reconciling bank statements, handling simple entries to be made to customer's accounts, keeping payroll records, keeping other business records, preparing tax forms, and acquiring additional knowledge of basic bookkeeping.

Recordkeeping is not recommended for students enrolled in a block-time program since such instruction is included in the program.

Name of Course: Senior Stenography

Grade Level: 12

Prerequisite(s): Junior Stenography

Assignment: Junior Stenography teacher and counselor endorsements

Course Code: 1st Semester - 653; 2nd Semester - 654

Course Credit: 3 units of credit

Maximum Enrollment: 25

Course Description:

Senior Stenography is a double-period program which is career oriented. It is recommended as an advanced step for students seeking employment in stenographic, secretarial, and related occupations. Provision is made for the application of previously learned skills and for the development of new skills and knowledges. Office-simulation projects are used to give realistic training.

Senior Stenography is an accelerated program of integrated instructional units which provide training in advanced dictation and transcription, machine transcription, business principles and organization, records management, elements of fiscal records, business law, secretarial procedures and practices, and payroll records.

Correlated with the Senior Stenography program is cooperative work training. Students are placed in business offices as part-time employees and are supervised by the teacher/coordinator. The office provides a training supervisor.

Upon completion of this course, the student will find that this program provides training for entry secretarial positions and background training for persons seeking a business degree from a four-year college.

Career Opportunities:

Students may obtain entry-level positions as:

Girl Friday
Stenographer
Medical Secretary
Legal Secretary
Clerk-Stenographer
Personnel Clerk

Name of Course: Typewriting I

Grade Level: 10

Prerequisite(s): None

Assignment: Elective

Course Code: 1st Semester - 613; 2nd Semester - 614

Course Credit: 1 unit of credit

Maximum Enrollment: 30

Course Description:

Typewriting I is a one-year course available to all students and required at the tenth grade level in a vocational business education curriculum. The students develop skill in touch typewriting and correct manipulation of the typewriter. Emphasis is placed on the development of basic typewriting skills and on the application of these skills in typewriting personal and business letters, outlines, manuscripts, business forms such as invoices, telegrams, post cards, envelopes, memos, and purchase orders, and tabulated reports.

Name of Course:	Typing 699
Grade Level:	10
Prerequisite(s):	Personal Typing (Grade 9)
Assignment:	Elective
Course Code:	1st Semester - 698; 2nd Semester - 699
Course Credit:	1 unit of credit
Maximum Enrollment:	30

Course Description:

Typing 699 is a one-year vocational course available to all students who completed Personal Typing successfully in the ninth grade. Students review the keyboard and basic procedures. Emphasis is placed on the development of basic typewriting skills and on the application of these skills in typewriting personal and business letters, outlines, manuscripts, business forms such as invoices, telegrams, post cards, envelopes, memos, and purchase orders, and tabulated reports.

APPENDIX BB

EVALUATION FORM

COURSE FAMILIARITY OF FEEDER SCHOOL PERSONNEL

Position ______________

Dear Colleague,

Please take a few moments and check the appropriate column in order that we may assess the effectiveness of todays program.

Thank you,

Mary Passage

Jim Starboard

	Yes	No		
93%	40	3	1.	Do you feel this was an informative program for you?
93%	40	3	2.	Do you feel the program was worth while?
93%	40	3	3.	Do you feel you are more familiar with the course offerings now than you were before this program?
100%	43	0	4.	Do you feel you have become more knowledgeable about the content of some courses?
100	31	0	5.	If you are a guidance counselor, do you feel that as a result of today's experience you are better able to advise your counselees about elective subjects?
93%	40	3	6.	Do you feel you have a better understanding of the total elective program offered in the system as a result of this program?
91%	39	4	7.	Do you feel that this program was a good way to familiarize you with courses and course level offerings?

8. What part of the program did you feel was most beneficial?

9. What suggestions do you have for any improvements to the program?

APPENDIX CC

EMPHASIS ON SPRING ORIENTATION

/

Program

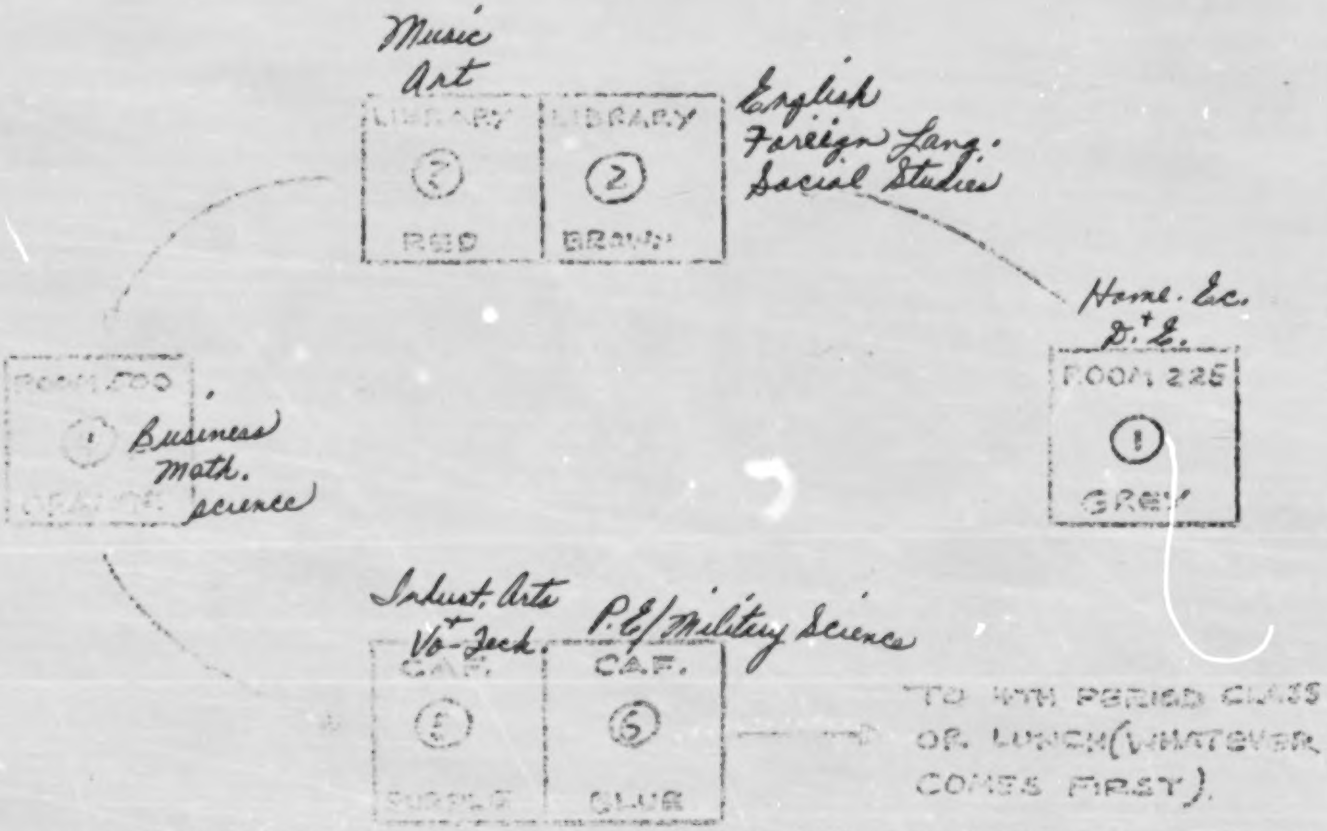
1. Select student(s) to make presentation
2. Emphasis should be placed on tenth grade of offerings and general comments on eleventh and twelfth grade subjects
3. You may wish to include in the presentation displays, exhibits, or handouts
4. Provide for a short question and answer period
5. Submit the name(s) or the presentor(s) by February 25th to Mr. Starboard

________________________ Department

________________________ Time

APPENDIX DD

ROTATIONAL STATION ASSIGNMENTS


Music
Art
LIBRARY
③
RED
LIBRARY
②
BROWN
English
Foreign Lang.
Social Studies
Home. Ec.
D.+E.
ROOM 225
①
GREY
ROOM 200
④
ORANGE
Business
Math.
science
Indust. Arts
+
Vo-Tech
C.A.F.
⑤
PURPLE
P.E./Military Science
C.A.F.
⑥
BLUE
TO 4TH PERIOD CLASS
OR LUNCH (WHATEVER
COMES FIRST).

Warwick High School Orientation on Wed., March 3, 1976, 9:30-11:50 A.M. & Assembly at 1:30 P.M

PROCEDURE

1. Each ninth grade class or ninth grade student will report - after the appropriate announcement has been made - to the room or area that has the same color as the piece of paper issued to the ninth grade students earlier.
   (Refer to the diagram above)

2. After you have completed the orientation program at the first station you will proceed to the next station in numerical order.
   i.e. If you begin at station 2 (Brown Color), then you will continue with stations 3,4,5,6,1.
   If you begin at station 5 (purple color) then you will continue with 6,1,2,3,4.

3. We ask all ninth grade teachers to accompany their first period class for the entire orientation program. Guidance will make special provisions for all ninth grade teachers who have eighth grade classes or eighth grade [illegible] classes.

4. In the afternoon, all ninth grade students will report to their fifth period class. After the appropriate announcement has been made, each ninth grade class will report to the auditorium accompanied by the teachers. Please [illegible] the ninth grade seating chart. Should there be any conflicts, sit in the back!

APPENDIX EE

WARWICK HIGH SCHOOL

GUIDANCE HANDBOOK

Newport News, Virginia

GUIDANCE HANDBOOK

WARWICK HIGH SCHOOL
NEWPORT NEWS, VIRGINIA

SPRING 1976

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Point Option 38

GUIDANCE HANDBOOK

The purpose of this handbook is to acquaint students, parents, and all other interested persons with the operation and services of the Guidance Office at Warwick High School. By informing you about this part of the school program, it is hoped there will be a quicker and more productive adjustment to this school than what may have been true in the past. Whenever a personal contact is desired, please feel free to see that person rather than referring to this handbook.

Staffing of the Guidance Office

There are five full-time counselors, one of whom is the guidance director, assigned to the Guidance Office. A full-time secretary is also employed in this office.

In order for these counselors to be able to know their students well, each counselor is assigned students alphabetically by grade level. As far as possible the students remain with the same counselor until they graduate.

Making Appointments with Counselors

Appointments may be made in person or by telephone (595-0671 or 595-6617) with the secretary or student assistant in the Guidance Office. This office is open from 8:00 A.M. until 4:00 P.M. daily during the regular school year. These hours are likely to vary during the summer.

Student appointments will be scheduled during a time convenient for both the counselor and student. Students may come in before school, between classes, during lunch, or after school to arrange for a conference. A pass indicating the stated time of the conference with a counselor will be issued. This is to be presented to the teacher whose class period will be affected.

If an emergency arises and the student does not have a pass, he/she should come to the Guidance Office; someone will see him/her and notify the teacher.

Career Center

The room adjacent to the waiting area in the Guidance Office has information on careers. This space is reserved for students. Current files on a variety of careers are maintained there. Class groups as well as individual students use this facility frequently.

Testing Program

The administration of the required tests is the responsibility of the personnel in the Guidance Office. Information and materials on the other tests may be obtained from this office.

Required
SRA Achievement Series - 11th grade

Optional
PSAT-NMSQT - 11th grade
College Board Tests - 11th or 12th grade
(SAT - ACH; ACT)

Withdrawal/Transfer

Any student who plans to move out of his/her present school zone or to withdraw from school must bring a letter from the parents stating the last date of school attendance. The student should initiate such a change through the Guidance Office. He/she should return all textbooks and materials and take care of all obligations before he/she leaves.

The student will be given a withdrawal form showing his/her attendance record and grades at the time of his/her withdrawal. Upon request of the school to which the transfer is made, a transcript of the student's official record will be mailed directly to the new school.

Course Load

Every student should enroll in six subjects. Seniors who are completing graduation requirements may enroll in four subjects and leave school early. All other students with the exception of work training students must be enrolled in a full day's program.

Available Materials

Items kept in the Guidance Office for public use are

College catalogs
College Blue Book - 10 Volumes
Barron's *Four Year Colleges* - 2 Volumes
Barron's *Two Year Colleges*
Vocational and technical school books
Peterson's *Vocational Schools College Handbook*
Financial aid books
Encyclopedia of Careers - 2 Volumes
Occupational Outlook Handbook
Dictionary of Occupational Titles
U.S. Army Career and Education Guide

Graduation Requirements

Eighteen (18) units must be earned in grades 9 - 12. Specific subjects required are

English*	4 units
Mathematics*	1 unit
Laboratory Science*	1 unit
Virginia and U.S. History	1 unit
Virginia and U.S. Government	1 unit
Health and Physical Education	2 units
World Geography* or World History	1 unit
Total	11 units

*Ability grouping at the senior high level is provided.

Seven (7) units are required in elective subjects.

Electives

A brief description is given for the elective courses offered at the high school. These courses will be given if a sufficient number of students request the subject. Some elective courses require teacher recommendation. It is the responsibility of the student to see the teacher before he/she signs up for the course. The teacher should sign the Subject Selection Card if permission is granted.

ART

Introductory Art Grade Level: 10, 11, 12 Credit: ½
Prerequisite: None

A one semester course taught only during second semester. It is not an option to Art 1. Activities include working with varied art materials. A fee of $2.00 is charged.

Art 1, 2 Grade Level: 10, 11, 12 Credit: ½ per semester
Prerequisite: None

A basic introductory course for pupils who have not had a full year of art. Pupils work in a variety of materials for basic learnings in art - drawing, painting, print making, sculpture, weaving, etc. A fee of $2.00 per semester is charged.

Art 3, 4 Grade Level: 10, 11, 12 Credit: ½ per semester
Prerequisite: Art 1, 2

The pupils further develop skills and techniques explored in Art 1, 2 and investigate new areas and materials. A fee of $2.00 per semester is charged.

Art 5, 6 Grade Level: 10, 11, 12 Credit: ½ per semester
Prerequisite: Art 3, 4

This course is based upon developmental skills and learnings in previous art courses with more depth in selected areas. A fee of $2.00 per semester is charged.

Art 7, 8 Grade Level: 11, 12 Credit: ½ per semester
Prerequisite: Art 5, 6

The course centers on individualized activities according to abilities and interest of pupils. A fee of $2.00 per semester is charged.

Art 9, 10 Grade Level: 12 Credit: ½ per semester
Prerequisite: Art 7, 8

Activities are highly individualized. Pupils may select to work in one area for a full semester or year. A fee of $2.00 per senester is charged.

BUSINESS

General Business 1, 2 Grade Level: 10 Credit: ½ per semester
Prerequisite: None

The main purpose of the course is to aid students in a development of an economic understanding of business used in everyday living. The following areas are covered: budgeting, banking, insurance, consumer buying problems, credit, stocks and bonds, taxes, labor forces, economics at work, etc.

Typewriting 1, 2 Grade Level: 10, 11, 12 Credit: ½ per semester
Prerequisite: None

This course is vocationally oriented. The student learns the basic operative parts of the machine and mastery of the keyboard. Speed and accuracy are correlated through continuous skill drives and production work (typing of postal cards, business letters, memoranda, tabulated reports, term papers, outlines, table of contents, telegrams, etc.) A student should reach a minimum of 35 words per minute on timed writings upon completion of the course. A student who earns less than a "C" average on the first semester work should repeat it before continuing with Typewriting 2. A proposed fee of $3.00 for a workbook and other supplies is being reviewed.

Record Keeping 1, 2 Grade Level: 10, 11, 12 Credit: ½ per semester
Prerequisite: None

This course is designed for those who would have difficulty with the bookkeeping course. First semester covers the keeping of records for clubs, keeping budgets, writing checks and reconciling bank statements, studying income taxes and completing the proper forms, and keeping time cards and payroll records. A study of the basic bookkeeping procedures comparable to what is learned in the first six weeks of bookkeeping is made in the second semester. A fee of $6.00 for two workbooks is required.

Bookkeeping 1, 2 Grade Level: 11, 12 Credit: ½ per semester
Prerequisite: None (The student should have average grades or better in math courses.)

The bookkeeping cycle is taught in the first semester. Basic accounting principles involved in tax, payroll, depreciation, and other accounting procedures are taught in the second semester. Workbooks and practice sets costing about $10.00 are required for each participant.

Personal Typing Grade Level: 11, 12* Credit: ½
Prerequisite: None

This is taught for one semester. The syllabus emphasizes manuscripts, footnotes, themes, outlines, minutes of meetings, personal letters, envelopes, bibliographies, and note cards. One and three minute writings are required.

* open to tenth graders when available space

Notehand Grade Level: 12 Credit: ½
Prerequisite: Typing, either personal or vocational, recommended but not required.

This course is taught for a semester and is designed to assist the academic or college-bound senior in the mechanics of note taking. Although some shorthand characters are introduced, the major emphasis is placed on teaching a symbol system along with methods for making notes from lectures, discussion, and readings.

Business Math 1,2 Grade Level: 10,11,12 Credit: ½ per semester
Prerequisite: None

This course is designed to strengthen the uses of addition, subtraction, multiplication, and division of whole numbers and fractions. The content will consist of solving problems using percentages, reading meters, computing income taxes, computing cash discounts and interests, and realizing the advantages and disadvantages of credit buying.

Business Law Grade Level: 11,12 Credit: ½
Prerequisite: None

This is a semester course designed to have students become aware of their responsibilities and rights as citizens and their obligations and rights once they enter into contracts. The student will expand his vocabulary and sharpen his ability to think analytically and systematically. He will be better equipped than most citizens to recognize legal problems.

Introduction to Data Processing Grade Level: 10,11,12 Credit: ½
Prerequisite: None

This semester course is designed to give an overview of data processing and an idea of the many job opportunities in the field. The more common data processing machines (unit record) and units on computer math and the computer are studied.

Junior Stenography 1,2 Grade Level: 11,12 Credit: 1 per semester or 2 credits second semester if placed on a job
Prerequisite: Typewriting 1,2. Students should have an overall C average in English. (This overall average refers to all previous grades beyond the 7th grade.)

It is a two hour block program designed to train qualified office employees in stenographic, secretarial, and related occupations. The course content includes elements of fiscal records or record keeping, indexing and filing, office machines, and secretarial orientation. Job simulations are presented throughout the course in order to provide an opportunity to see the flow of work. A fee of $5.00 is to be paid.

Senior Stenography 1, 2　Grade Level: 12　Credit: 1 per semester or 1½ per semester if placed on a job
Prerequisite: Junior Stenography 1, 2

This is a two hour block program designed to provide terminal training for students wishing a career in stenographic, secretarial, or related occupations. The course content includes business law, business principles and organization, elements of fiscal records or record keeping, indexing and filing, machine transcription, payroll records, secretarial orientation, secretarial procedures and practices, shorthand transcription, office machines, and typing. Office simulations are rendered throughout the course. A fee of $5.00 is required.

Business/Data Processing 1, 2　Grade Level: 11, 12　Credit: 1 per semester
Prerequisite: None

This two hour block course is designed to give students both a background in the various unit record machines and in computer programming. The course also shows the extensive use of data processing equipment in the various bookkeeping systems. The basic skills of bookkeeping are learned as a part of data processing.

Business/Data Processing 3, 4　Grade Level: 12　Credit: 1 per semester or 1½ per semsester if placed on a job
Prerequisite: Satisfactory completion of Business/Data Processing 1, 2

This two hour block course is a continuation and development of the skills begun in the first course. Cooperative education is recommended.

Clerk-Typist 1, 2　Grade Level: 11, 12　Credit: 1 per semester
Prerequisite: Typewriting 1, 2

This is a two hour block program for students not interested in a stenographic position upon graduation. Units include advanced typewriting, adding and calculating machines, business law, business math, business principles and organization, indexing and filing, communication skills, and office practice. A fee of $2.00 is required.

Clerk-Typist 3, 4　Grade Level: 12　Credit: ½ per semester or 1 credit per semester if placed on a job
Prerequisite: Successful completion of Clerk-Typing 1,2 or Junior Stenography 1, 2

This one hour block course is designed to further prepare students with an acceptable level of competency and accelerate skill enabling them to hold a job in a business office. A $4.00 fee is required.

Office Services 1, 2 Grade Level: 10, 11, 12 Credit: 1 per semester
Prerequisite: Disadvantaged, socially or academically, student; little success in previous subjects

A two hour block program designed to equip the student with special needs with a salable skill in office occupations. Units of instruction to be covered include basic typing, adding machines, basic duplication, alphabetic filing, maintaining records, banking, and job orientation. Much emphasis is placed on developing and improving communications skills through telephone training and practice in writing sentences, short paragraphs and simple business letters. An attempt is made to develop and refine further the student's poise, self-confidence, and grooming.

Office Services 3, 4 Grade Level: 11, 12 Credit: 1 per semester or 1½ per semester if placed on a job
Prerequisite: Successful completion of Office Services 1, 2

This course is a continuation of the first year office services program. Work-study may be a part of the second semester of the course.

Office Services 5, 6 Grade Level: 12 Credit: ½ per semester or 1 per semester if placed on a job
Prerequisite: Successful completion of Office Services 3, 4

This one hour block course is a continuation of the previous one. Training for additional jobs is included.

Office Clerk 1, 2 Grade Level: 12 Credit: 1 per semester
Prerequisite: Student without a saleable skill scheduled to graduate at the end of the year

This two hour block program covers the use of the typewriter, keeping records, filing, job interviews, using adding and calculating machines, and operating the various types of reproducing machines.

DISTRIBUTIVE EDUCATION

D.E. Prep 1,2 Grade Level: 10 Credit: ½ per semester
Prerequisite: None

This course provides students with an introduction to the field of marketing and distribution, acquaints them with career opportunities, and assists them in selecting tentative career objectives in distribution. Students also develop the social, economic, mathematical, and communications skills necessary for entry jobs in distribution. Students enrolling in this course should have a career interest in marketing and distribution.

D. E. Coop 3,4 Grade Level: 11,12 Credit: 1 per semester
Prerequisite: None

This is the beginning cooperative program in which students combine classroom instruction with supervised on-the-job training in a distributive business approved by the distributive education coordinator. Students concentrate on developing competencies needed by distributive workers in the areas of selling, advertising, display, operations, and product and service technology. Students will be employed for an average of not less than 15 hours per week. Students must join and participate in the D E Club. Dues of the club are approximately $12.00 a year.

D.E. Coop 5,6 Grade Level: 12 Credit: 1 per semester
Prerequisite: D. E. Coop 3,4

This is the advanced cooperative program in which students pursue in greater depth the development of marketing competencies necessary for full-time employment and job advancement in distribution. Students continue the combination of classroom instruction and on-the-job training. Emphasis in instruction is on merchandising, sales promotion, marketing research, and management techniques. Students will be employed for an average of not less than 15 hours per week. Students must join and participate in the D E Club. Dues of the club are approximately $12.00 a year.

Fashion Merchandising 1,2 Grade Level: 11,12 Credit: ½ per semester
Prerequisite: None

It is designed for students who desire specialized training in the fashion field. Instruction includes a study of fashion careers; personal qualities for success in the fashion field; the influence of historic costume on contemporary fashion; how the fashion world works; the materials of fashion; promotion, selling, and merchandising of fashion; and career opportunities in the fashion field.

Principles of Retail Salesmanship Grade Level: 12 Credit: ½
Prerequisite: None

This semester course has been designed for students with a career interest in distribution and who because of their maturity can relate to the need for employment upon graduation. Instruction includes selling techniques, retail arithmetic, merchandise information, shoplifting prevention, how to apply for a job, and careers in selling.

ENGLISH

English 11 C 1,2 Grade Level: 10,11,12 Credit: ½ per semester
Prerequisite: Grade of C or better in English

This course in Comparative Communication is a study of the mass media to unable the student to learn to evaluate critically and appreciate what he sees and hears. Emphasis is placed on practical experience working with radio, television, and film production.

12x English AP 9,10, Grade Level: 12 Credit: ½ per semester

Prerequisite: Completion of 9, 10 and 11 English

The instructional level equals that of college freshmen English courses. In-depth analysis of literary works, the development of all types of literature, and oral and written composition are the core of the program, which is promoted by the College Entrance Examination Board. The students will probably take the College Board's Advanced Placement English Test in the spring, and some may thus earn advanced English placement in their chosen college.

World Literature - D Grade Level: 10,11,12 Credit: ½
Prerequisite: Completion of grade 9 English with C or better

A semester survey of drama with emphasis on Shakespearean drama will be taught, although a study of other types and works of drama will be included.

World Literature - M Grade Level: 10,11,12 Credit: ½
Prerequisite: Completion of grade 9 English with a C or better

Representative literary works and authors from Eastern and Western cultures are studied with an emphasis on mythology and on the writings related to mythology. This is a semester course.

World Literature - R Grade Level: 11,12 Credit: ½
Prerequisite: Completion of grades 9 and 10 English

This semester course offers a student the opportunity to examine selections from The Bible, the Hebrew codes and Rabbinic writings, and The Korean, and to show their impact on Western literature and thought.

World Literature - N Grade: 10,11,12 Credit: ½
Prerequisite: Completion of grade 9 English with a C or better

The modern novel will be examined as a literary form during this semester. Emphasis will be on an in-depth study of the modern literature of our country and other countries through the use of selected novels.

World Literature 1,2 Grade Level: 11,12 Credit: ½ per semester
Prerequisite: Completion of grades 9 and 10 English with a C or better

Representative literary works and authors from Eastern and Western cultures are studied in depth.

Drama 3,4 Grade Level: 10,11,12 Credit: ½ persemester
Prerequisite: None

The course includes complete stage terminology, a history of drama, basic stage movement, beginning play production with practical application, voice projection and diction, beginning acting, dramatic criticism, scenery construction and mass media speech techniques.

Drama 5,6 Grade Level: 11,12 Credit: ½ per semester
Prerequisite: Successful completion of Drama 3,4

The course includes studies of the American theater, drama in mass media, playwriting, advanced play production with practical application, advanced acting methods and stage movement, dramatic criticism, and scenery construction.

Journalism 1,2 Grade Level: 10,11,12 Credit: ½ per semester
Prerequisite: Completion of grade 9 English with a C or better

The fundamentals of newspaper writing, make-up, proofreading, headline composition, and advertising are the center of study and practice. Course concentrates on communication and includes work in radio, television, and magazines as well as newspapers.

Journalism 3,4 Grade Level: 11,12 Credit: ½ per semester
Prerequisite: Journalism 1,2 with a C or better

The fundamentals of newspaper writing and production taught in Journalism 1,2 are advanced in this course. Stress is placed upon performance for the school newspaper. Individualized instruction is emphasized.

Staff N Grade Level: 10,11,12 Credit: None
Prerequisite: Journalism 1, 2 or permission of advisor

Monthly publication of the school newspaper requires that students participate in writing, editing, and laying out material in preparation for printing. Photographers are also needed.

Staff A Grade Level: 11,12 Credit: None
Prerequisite: Permission of advisor

Students are required to design and develop the yearbook. Work load for this production constitutes a year's work.

Advanced Composition 1,2 Grade Level: 11,12 Credit: ½ per semester
Prerequisite: Satisfactory completion of grades 9 and 10 English

The course approaches written composition on a high instructional and performance level. Emphasis is placed not only on composition, but also on creativity and logical thinking.

Creative Writing 1,2 Grade Level: 10,11,12 Credit: ½ per semester
Prerequisite: None - the course is geared to the student with an average or better verbal ability and an interest in literary writing

The student is given opportunities to apply his individual creative talents to the various literary forms.

Reading Improvement 1,2 Grade Level: 10,11,12 Credit: ½ per semester
Prerequisite: None

The course is designed for students who read at least on grade level but are interested in developing the reading skills that are associated with success in studying - comprehension, skimming, scanning, outlining, textbook evaluation, and study techniques.

Basic Reading Skills 1,2 Grade Level: 10,11,12 Credit: ½ per semester
Prerequisite: None

This course is designed to improve a student's ability to read books in both the skill area and the content area.

Speech 1,2 Grade Level: 10,11,12 Credit: ½ per semester
Prerequisite: None

The course includes problem solving through discussion; voice production; role playing; parliamentary procedure; oral interpretation; researching, outlining, and delivering specific types of speeches; and an introduction to debate.

Speech 3,4 Grade Level: 11,12 Credit: ½ per semester
Prerequisite: Speech 1,2

The course includes a study of great speakers and their speeches; techniques for thinking on one's feet; advanced oral interpretation; diction and articulation; radio and television speech techniques; and advanced debate.

Library Science 1,2 Grade Level: 10,11,12 Credit: ½ per semester
Prerequisite: C grade or better in English classes

This course is designed to give students credit for assisting the library staff in many varied library functions and services. Students apply what is taught informally to the operation of a library. Areas covered in a classroom situation include the use of the *Reader's Guide* to Periodical Literature, the microfilm reader, reference materials, etc.

FOREIGN LANGUAGE

French 1,2 Grade Level: 10,11,12 Credit:½ per semester
Prerequisite: None

A beginning course in French in which the audio-lingual approach is used to teach the four skills of listening, speaking, reading, and writing. Basic grammatical structures are introduced and items of cultural interest concerning every day in France as well as some regional geography are included.

French 3,4 Grade Level: 10,11,12 Credit:½ per semester
Prerequisite: Satisfactory completion of French 1,2

The audio-lingual approach is continued in the teaching of the four linguistic skills. However, more emphasis is placed on grammatical structure, as mastery of the basic structures is stressed for the completion of this level. Studies in civilization continue.

French 5,6 Grade Level: 10,11,12 Credit:½ per semester
Prerequisite: Satisfactory completion of French 3,4

Audio-lingual usage is continued, highlighting the use of French as a global language. Cultural patterns of French-speaking nations are emphasized. The skills of reading and writing receive increased emphasis.

French 7,8 (May be combined with 5A-6A) Grade Level: 11,12 Credit:½ per semester
Prerequisite: Satisfactory completion of French 5,6

Audio-lingual usage is continued but more emphasis is placed on reading and writing. Individual interests are utilized in the choice of extensive reading selections.

French 9,10 (May be combined with French 7A-8A) Grade Level: 12 Credit:½ per semester
Prerequisite: Satisfactory completion of French 7,8

A systematic review of grammar, reading of selected parts of a text of literary selections are included in this course. Composition writing and discussions in French of current events and other subjects of interest to teenagers are also covered.

French 5A,6A (May be combined with French 7,8) Grade Level: 10 Credit:½ per semester
Prerequisite: Satisfactory completion of French 3A,4A

Audio-lingual usage is continued, highlighting the use of French as a global language as the culture pattern of French speaking nations is studied. The skills of reading and writing receive more emphasis. New grammar structures are introduced.

French 7A,8A Grade Level: 11 Credit:½ per semester
Prerequisite: Satisfactory completion of French 5A,6A

Readings of literary selections and current magazine articles provide material for compositions, oral reports, and discussions. Individual interests are considered in the assignment of reports and projects. Grammar structures are studied as needed.

French 9A,10A Grade Level: 12 Credit:½ per semester
Prerequisite: Satisfactory completion of French 7A,8A

Reading, speaking, and composition are developed on an advanced level. The literary text treats twentieth century French writers. An intensive review of French grammar and its refinements is included. In addition to basic course requirements the individual may conduct additional studies according to his/her interests.

German 1,2 Grade Level: 10,11,12 Credit:½ per semester
Prerequisite: None

An introductory course into the language and customs of the German speaking nations. Stress is placed on oral comprehension and conversations involving natural situations.

German 3,4 Grade Level: 10,11,12 Credit:½ per semester
Prerequisite: Satisfactory completion of German 1,2

A continuation of conversational German with greater emphasis placed on reading for comprehension. Elementary short story readings are included to supplement text readings.

German 5,6 Grade Level: 10,11,12 Credit:½ per semester
Prerequisite: Satisfactory completion of German 3,4

Emphasis is placed on reading and writing German. A heavier concentration is placed on the study of grammar. Conversation is guided toward discussion of topics related to everyday life and text book readings.

German 7,8 Grade Level: 11,12 Credit:½ per semester
Prerequisite: Satisfactory completion of German 5,6

This course concentrates in the study of 20th century-German authors and readings in German Literature from its beginnings. Finer points of grammar are taught and conversation leans toward literary discussion and interpretation.

German 9,10 Grade Level: 12 Credit:½ per semester
Prerequisite: Satisfactory completion of German 7,8

A systematic review of grammar, reading of selected parts of a text of contemporary literature, composition and discussions in German of current events and other subject of interest to teenagers are included in this course.

Spanish 1,2 Grade Level: 10,11,12 Credit: ½ per semester
Prerequisite: None

A basic course in which the audio-lingual approach is used to teach the four skills-listening, speaking, reading, and writing.

Spanish 3,4 Grade Level: 10,11,12 Credit: ½ per semester
Prerequisite: Satisfactory completion of Spanish 1,2

The audio-lingual approach is continued as the four skills, listening, speaking, reading, and writing, are taught. There is more emphasis on the structure of the language than in the initial course.

Spanish 5,6 Grade Level: 10,11,12 Credit: ½ per semester
Prerequisite: Satisfactory completion of Spanish 3,4

The audio-lingual approach is used. Although the writing skill is not slighted, the emphasis at this level is on reading and speaking.

Spanish 7,8 Grade Level: 11,12 Credit: ½ per semester
Prerequisite: Satisfactory completion of Spanish 5,6

In this course the audio-lingual approach is used, but at this level more emphasis is placed on reading and writing than in the preceding courses. Pupil interest is taken into consideration with selected readings from the text.

Spanish 9,10 Grade Level: 12 Credit: ½ per semester
Prerequisite: Satisfactory completion of Spanish 7,8

A systematic review of grammar is made. Reading of selected parts of a text of contemporary literature is included. Composition writing and discussions in Spanish of current events and other subjects of interest to teenagers are done.

Latin 1,2 Grade Level: 10,11 12 Credit: ½ per semester
Prerequisite: None

Audio-lingual practice in structural drills and vocabulary is used in the study of grammar. Literary quotations contribute to this as well as to the study of culture and Latin's contribution to the English language.

Latin 3,4 Grade Level: 10,11,12 Credit: ½ per semester
Prerequisite: Satisfactory completion of Latin 1,2

The study of grammar and culture is continued. It is augmented by the reading of works and excerpts from works of various authors.

Latin 5,6 Grade Level: 10,11,12 Credit : ½ per semester
Prerequisite: Satisfactory completion of Latin 3,4

Study from the previous year is continued and expanded with more and more readings.

Latin 7,8 Grade Level: 11,12 Credit: ½ per semester
Prerequisite: Satisfactory completion of Latin 5,6

This course is primarily a study of the works of Vergil.

HOME ECONOMICS

Home Economics 7 Grade Level: 10, 11, 12 Credit: ½
(Understanding Foods)
Prerequisite: None

This semester course is designed for students interested in learning about food preparation and its related areas. Emphasis will be placed on basic cooking principles, development of skills in food preparation, learning to prepare family meals, and making wise food choices.

Food Management Grade Level: 10, 11, 12 Credit: ½
Prerequisite : Home Economics 7 or Homemaking 1B with teacher approval

This semester course is designed for students interested in food, more advanced meat preparation including meats, marketing, menu planning, nutrition, use of equipment, and experimental food preparation.

Home Economics 8 Grade Level: 11, 12 Credit: ½
(Cuisine Cooking)
Prerequisite: Successful completion of Food Management and teacher approval

This semester course is designed for those students interested in preparing Chinese and other foreign foods. Special foods, cake decorating, and outdoor cooking may be included.

Homemaking 1 G Grade Level: 10, 11, 12 Credit: ½
(Handcrafts)
Prerequisite: None

Students will learn during the semester leisure time handcrafts in order to create art objects for home. Skills taught will include knitting, embroidery, rock pictures, pillow crafts, crocheting, crewel, quilting, flower craft, and shell craft. All grades in the course are based on the completed products.

Homemaking 1 B Grade Level: 12 Credit: ½
(Bachelor Living)
Prerequisite: None

This semester course is aimed at giving students basic skills required for independent living. Emphasis will be placed on such areas as food preparations including outdoor cookery, home management and furnishings, clothing repair, wise buying, and basic laundry.

Child Development 1 Grade Level: 10, 11, 12 Credit: ½
Prerequisite: None

This semester course involves a study of a child's physical, social, emotional, and intellectual development from before birth to 3 years of age. The study of clothing, feeding, appropriate toys and games, and caring of the healthy and ill child is included.

Home Economics 5 Grade Level: 10, 11 12 Credit: ½
(Introductory Clothing)
Prerequisite: None

This semester course is planned to assist the student in developing basic knowledge of fabrics, equipment, and the construction of simple garments. One to three class projects depending on pattern choice are required. Student must furnish own material and equipment. A home project is required.

Home Economics 3 Grade Level: 10, 11, 12 Credit: ½
(Sewing with Knits)
Prerequisite: Home Economics 5

This semester course is designed for the student interested in constructing a wardrobe of knit fabrics. Knit tops, dresses, bodyshirts, and slacks may be made. Students must furnish their own material and equipment for at least four completed class projects and one home project.

Clothing Management Grade Level: 10, 11, 12 Credit: ½
Prerequisite: Home Economics 5

This semester course is planned to assist the student in developing proficiency in sewing construction. One to three or more difficult class projects depending on choice are required. Students must furnish their own material and equipment. Corduroy and more difficult fabrics are to be used. A home.project is required.

Construction of Home Furnishings Grade Level: 10, 11, 12 Credit: ½
Prerequisite: Home Economics 5
(Introductory Clothing)

This semester course is specifically designed for the students who wish to construct home furnishings, such as curtains, draperies, slip covers, and bedspreads. Refinishing furniture is also included.

Marriage and the Family Grade Level: 10, 11, 12 Credit: ½
Prerequisite: None

This semester course is designed to provide an atmosphere in which students can strengthen their knowledge, clarify their values, and enhance their lives through a study of marriage and the family. This course is important to all students for an understanding of marriage and family relationships.

Consumer Economics Grade Level: 10, 11, 12 Credit: ½
(It's Your Money)
Prerequisite: None

During the semester real life experiences with money are played out in class when students rent, furnish, and live in the make believe careers they have chosen.

Home Furnishing and Housing Grade Level: 10, 11, 12 Credit: ½
Prerequisite: None

This semester course is an introduction to many aspects of housing. A study of planning, selecting, and arranging apartments and houses for effective living is included. Another part of the course involves the study of color, design, style, and quality in home furnishings. Field trips are made to department stores, apartments, and houses.

INDUSTRIAL ARTS

Mechanical Drawing 1,2 Grade Level: 10, 11, 12 Credit: ½ per semester
Prerequisite: None

The development of pencil and instrument skills in technical sketching, pictorial representation, multiview drawing, sheet layouts, sectional drafting, and dimensioning is stressed. Attention is given to the development of accuracy, skills, judgment, and techniques. Technical abilities and interests are discussed and information concerning occupations and professions is provided. Class activities are correlated with applied English, mathematics, and science. Students select design, plan, and reproduce appropriate drawings. A fee of $3.00 per semester is charged.

Mechanical Drawing 3,4 Grade Level: 10, 11, 12 Credit: ½ per semester
Prerequisite: Mechanical Drawing 1,2

The course is a continuation of Mechanical Drawing 1,2 on a more advanced level. A fee of $3.00 per semester is charged.

Mechanical Drawing 5,6 Grade Level: 11, 12 Credit: ½ per semester
Prerequisite: Mechanical Drawing 3,4

(Architectual Drawing) Emphasis is placed on the problem solving approach in acquiring skill through using complex instruments and applying English, mathematics, and science. The latest industrial techniques and materials are introduced. Students are encouraged to design articles and to experiment with tools, materials, and processes of industry. Detailed information is provided concerning the requirements and opportunities in occupations and professions related to drawing. A fee of $3.00 per semester is charged.

Mechanical Drawing 7,8 Grade Level: 12 Credit: ½ per semester
Prerequisite: Mechanical Drawing 5,6

The student continues work of Mechanical Drawing 5,6. A fee of $3.00 per semester is charged.

Woodworking 1,2 Grade Level: 10, 11, 12 Credit: ½ per semester
Prerequisite: None

A variety of learning experiences are provided through working in cabinetmaking, wood finishing, and wood turning. Much emphasis is stressed on the use of hand tools and bench work. Certain machines and operations are introduced. Technical, general, and career information is provided. Interest in woods is developed through fabrication of selected projects involving a variety of tools, materials, and work processes. Experiences in planning, designing, and drawing are integral parts of the industrial program. There is a fee of $2.50 per semester plus cost of project.

Woodworking 3,4 Grade Level: 10,11,12 Credit:½ per semester
Prerequisite: Woodworking 1,2

Students acquire extensive knowledge and skills through the use of tools and machines and are encouraged to select certain sub-areas as upholstery, cabinetmaking, wood turning, wood furnishing, patternmaking, carpentry, and others. Emphasis is placed on the problem solving approach, including the application of related English, mathematics, and science. Latest industrial techniques and materials are introduced. Individual and group projects are encouraged. Information is provided concerning requirements and opportunities in occupations and professions related to the wood industry. There is a fee of $2.50 per semester plus cost of project.

Woodworking 5,6 Grade Level: 11,12 Credit:½ per semester
Prerequisite: Woodworking 3,4

Same as stated for the previous course but on a more advanced level. There is a fee of $2.50 per semester plus cost of project.

Woodworking 7,8 Grade Level: 12 Credit:½ per semester
Prerequisite: Woodworking 5,6

More advanced work than in the previous course is done. There is a fee of $2.50 per semester plus cost of project.

Metalworking 1,2 Grade Level: 10,11,12 Credit:½ per semester
Prerequisite: None

The student obtains a variety of experience through work processes using tools, machines, and materials in the sub-areas of sheetmetal, welding, forging, casting, machining, heat treatment, spinning, enameling, etching, and finishing. Safe work habits are stressed. Technical abilities and interests are discovered and information concerning occupations and professions is provided. Laboratory activities correlated with class discussions, demonstrations, and study provide for the application of English, mathematics, and science. Students select, design, plan, and make appropriate articles. There is a fee of $2.50 per semester plus cost of project.

Metalworking 3,4 Grade Level: 10,11,12 Credit:½ per semester
Prerequisite: Metalworking 1,2

Same as stated for Metalworking 1,2 but carried to the higher intermediate level of subject matter; laboratory activities; work processes; and correlated application of English, mathematics, and science. There is a fee of $2.50 per semester plus cost of project.

Metalworking 5,6 Grade Level: 11,12 Credit:½ per semester
Prerequisite: Metalworking 3,4

Same as stated for Metalworking 3,4 but on an advanced level. There is a fee of $2.50 per semester plus cost of project.

Metalworking 7,8 Grade Level: 12 Credit: ½ per semester
Prerequisite: Metalworking 5,6

Same as stated for Metalworking 5,6 but carried to a specialization level. There is a fee of $2.50 per semester plus cost of project.

Electricity/Electronics 1,2 Grade Level: 10,11,12 Credit ½ per semester
Prerequisite: None

Students acquire extensive knowledge and skills through using tools, instruments, and machines and through constructing and operating electrical/electronic devices, wiring circuits, repairing appliances, and using test equipment. Emphasis is placed on technical information and the application of English, mathematics, and science. Career guidance is an integral part of the instruction. Students plan and design projects for construction. There is a fee of $3.00 per semester plus cost of project.

Electricity/Electronics 3,4 Grade Level: 10,11,12 Credit: ½ per semester
Prerequisite: Electricity/Electronics 1,2

The course covers the fundamentals of electronics, including necessary related mathematics and physics. Beginning with a review of electricity, it proceeds to the electron theory, electronic tubes and transitors, rectifiers, power supplies, and the propagation of electronic waves. Thoroughly discussed are RF audio amplifiers, IF detector stages, and how they are combined to produce useful electronic equipment. Emphasis is placed on a problem solving approach. There is a fee of $3.00 per semester plus cost of project.

Electricity/Electronics 5,6 Grade Level: 11,12 Credit: ½ per semester
Prerequisite: Electricity/Electronics 3,4

Major emphasis in this course is placed on solid state components. There is a fee of $3.00 per semester plus cost of project.

INDUSTRIAL COOPERATIVE TRAINING

Industrial Cooperative Training 1, 2 Grade Level: 11 Credit: 1 per semester

Prerequisite: Must be at least 16 years of age and in some occupational training positions must be 18

ICT is designed as a two-year course, with an arrangement between an industrial firm providing three periods of on-the-job training, the school one period of related instruction by the coordinator.

Industrial Cooperative Training 3, 4 Grade Level: 12 Credit: 1 per semester

Prerequisite: ICT 1, 2

This course is the same as previous one.

MATHEMATICS

10 G Mathematics 5,6 Grade Level: 10,11,12 Credit ½ per semester
Prerequisite: Successful completion of 9 General Mathematics

This course reviews and extends arithmetic skills developed in the previous work in general mathematics. Emphasis will be placed in applying mathematics to everyday life, although not from a business or consumer mathematics point of view. No student should enroll if he/she has received credit in an algebra course. This course is designed for the student who has a genuine interest in mathematics but does not plan to attend college.

Consumer Mathematics Grade Level: 11,12 Credit: ½ per semester
Prerequisite: 9 General Mathematics

This is a nonacademic course for those students who desire additional instruction in practical mathematics. The course includes a review of arithmetic skills. Topics to be covered include tax problems, insurance, social security problems, budgeting, and installment buying.

Fundamentals of Algebra 1,2 Grade Level: 10,11,12 Credit: ½ per semester
Prerequisite: Pre-Algebra 1,2 or teacher recommendation

This is the first course of a two-year sequential program covering the topics of Algebra 1,2. This course is for the student capable of algebra but who cannot satisfactorily achieve at the pace of Algebra 1,2.

Algebra 1,2 Grade Level: 10,11,12 Credit: ½ per semester
Prerequisite: Pre-Algebra 1,2, Fundamentals of Algebra 1,2 or teacher recommendation

The course, also the second course in the two-year sequential program as noted above, includes a study of linear and quadratic equations and inequalities including fractional and irrational equations. Also studied are systems of linear equations in two variables, graphing of polynomial equations, and functions and variations.

Geometry 1,2 Grade Level: 10,11,12 Credit: ½ per semester
Prerequisite: Algebra 1,2

This is a deductive study of Euclidean geometry including plane geometry, space geometry, and coordinate geometry. An emphasis is placed on logical reasoning and deductive proof.

Algebra 3,4 Grade Level: 10,11,12 Credit: ½ per semester
Prerequisite: Geometry 1,2

This course is a study of intermediate algebra. The course includes a review of elementary algebra. New topics studied are sequences and series, logarithmic and exponential functions, complex numbers and analytic geometry.

Algebra and Trigonometry 1,2 Grade Level: 10,11,12 Credit: ½ per semester
Prerequisite: Geometry 1,2

This is a course for students capable of successfully mastering the material of Algebra 3,4 and Trigonometry in one year.

Trigonometry 1 Grade Level: 11,12 Credit: ½
Prerequisite. Algebra 3,4

This is a one semester study of trignometric and circular functions and their inverses. The course also includes an introduction to polar coordinates and vectors.

Elementary Functions Grade Level: 11,12 Credit: ½
Prerequisite: Trigonometry

The course, designed for one semester, is a study of the properties of algebraic functions with emphasis on the polynomial function. Other topics to be covered include: rational, algebraic, exponential, and logarithmic functions, continuity; the analytic geometry of lines, curves, with the emphasis on the conics; and 3-space curves including quadratic surfaces.

Probability and Statistics Grade Level: 11,12 Credit: ½
Prerequisite: Completion or enrollment in Trigonometry

This semester course consists of theoretical problems and practical application of probability. A portion of the course is devoted to experiments. The course should be of interest to students who have ability in mathematics and who would like to put the mathematics already learned to use in practical situations.

Mathematical Analysis 1,2 Grade Level: 11,12 Credit: ½ per semester
Prerequisite: Trigonometry or Algebra-Trigonometry

This is a study of pre-calculus material. An emphasis is placed on mathematical proof. The course covers a study of infinite sequences and series, analytic geometry from a vector approach and functions (algebraic, exponential, logarithmic, and trigonometric).

Calculus 1,2 Grade Level: 12 Credit: ½ per semester
Prerequisite: Completion of or enrollment in Mathematic Analysis 1,2

This is a study preparing students to take the College Board Entrance Examination in Calculus for Advanced Placement. Use is made of topics of the educational television station. Students who successfully complete the course and receive an acceptable score on the advanced placement test may receive college credit and/or advanced standing in college.

Matrix Algebra Grade Level: 11,12 Credit: ½
Prerequisite: Completion of or enrollment in Trigonometry

Matrices is a one semester elective course in the algebra of matrices. The study of matrices has become more important in recent years for their application to computer science. Students study in the properties and used of matrices and determinants.

MILITARY SCIENCE

Military Science 1,2 Grade Level: 10,11,12 Credit: ½ per semester
Prerequisite: None

An introduction is given to the NJROTC program; naval customs and courtesy; naval terminology; rank, rate, and insignia; naval ships and aircrafts and their missions and capabilities; amphibious, mine, and anti-submarine warfare; basic principles of navigation; and drills and ceremonies. In the second semester naval history (1775 to Civil War), leadership principles, shipboard organization, deck seamanship, and drills and ceremonies are included.*

Military Science 3,4 Grade Level: 11,12 Credit: ½ per semester
Prerequisite: Military Science 1,2 or approval of teacher

This course includes naval history (Civil War to WW II), rules of the nautical road navigation, and drills and ceremonies. In the second semester the areas covered are basic oceanography, ship construction and compartment designation, general shipboard drills, basic damage control, shipboard firefighting and fire prevention, and drills and ceremonies.*

Military Science 5,6 Grade Level: 12 Credit: ½ per semester
Prerequisite: Military Science 3,4 or approval of teacher

The subjects covered are naval history (WW II to present), basic meteorology, navigation, and drills and ceremonies. Second semester subjects studied are maneuvering board, navigation, basic astronomy, navy guided missiles, principles of radar, fire control principles, principles of sonor, and drills and ceremonies.*

*(1) Students are issued uniforms at no cost and must agree to wear them when prescribed (usually Tuesday and Friday). The upkeep of the uniform is the responsibility of the student.

(2) Students must abide by the grooming standards established by the navy.

INSTRUMENTAL MUSIC

Beginning Band Grade Level: 10,11,12 Credit:½ per semester
Prerequisite: Potential band student with graduation

A brief description of concepts learned would include tone production, reading music, learning musical terms, and learning technical skills for each individual's instrument. The student will be expected to furnish his/her own instrument. There is a band fee of $3.00 for the year.

Intermediate Instrumental Music Grade Level: 10,11,12 Credit:½ per semester
Prerequisite: A year of Beginning Band

The student furthers his/her musical training. The student will be responsible for furnishing his/her own instrument, supplies, reeds, oils, and accessories. There is a band fee of $3.00 for the year.

Advanced Instrumental Music Grade Level: 10,11,12 Credit:½ per semester
Prerequisite: Intermediate Instrumental Music and an audition

This level of band work is primarily performance oriented. The student concentrates more on performance than on learning basic and fundamental skills necessary for band performance. A Band fee of $3.00 is required.

Stage Band Grade Level: 10,11,12 Credit:½ per semester
Prerequisite: Member of the Advanced Instrumental Music class and an audition

This course offers a study of the history of jazz and popular music forms. The student studies improvization, stage band literature, and other jazz or stage band related materials. The class is also a performance group. A band fee of $3.00 is required.

Beginning Strings Grade Level: 10,11,12 Credit:½ per semester
Prerequisite: None

This course is designed to teach the fundamentals and principles necessary in playing the violin, viola, cello, and double bass. There is a fee of $3.00 for the year.

Intermediate Strings Grade Level: 10,11,12 Credit:½ per semester
Prerequisite: Completion of Beginning Strings

This course is a continuation of the first year course. Emphasis is put on increasing the student's technical ability on the string instruments. Students are to participate in the string orchestra. There is a fee of $3.00 a year.

Advanced Strings Grade Level: 10,11,12 Credit: ½ per semester
Prerequisite: Completion of Intermediate Strings

Emphasis is placed on techniques such as playing in upper positions (3,4,5,6). Scale studies include the playing of major and minor scales three octaves. Performance in the string orchestra is required. There is a fee of $3.00 a year.

Beginning Guitar Grade Level: 10,11,12 Credit: ½ per semester
Prerequisite: None

This course offers fundamental concepts of playing the guitar. Reading music is stressed and written literature is used. A study of the history of the guitar and related instruments is included. The student is expected to furnish his/her own guitar. There is a fee of $3.00 for the year.

Intermediate Strings-G Grade Level: 10,11,12 Credit: ½ per semester
Prerequisite: Completion of Beginning Guitar

This course is a continuation of the first year course and is to increase the student's technical ability on the guitar. Students are to participate in the Guitar Ensemble. Students must furnish their own instrument. There is a fee of $3.00 for the year.

Advanced Guitar Grade Level: 10,11,12 Credit: ½ per semester
Prerequisite: Completion of Intermediate Strings-G

This course emphasizes the classical guitar technique which encompasses playing in upper positions and a thorough knowledge of major and minor scales. Emphasis is placed on right hand technique. Performance in the classical guitar ensemble is required. Students must furnish their own instruments. There is a fee of $3.00 for the year.

VOCAL MUSIC

Vocal Ensemble 1, 2 Grade Level: 10, 11, 12 Credit: ½ per semester
Prerequisite: Invitation from the teacher

The course content has emphasis on medieval and renaissance music in the original language for the performance group.

Music Theory 1, 2 Grade Level: 10, 11, 12 Credit: ½ per semester
Prerequisite: Any student with one year's experience in another music class or the permission of the teacher

The basic elements of music (rhythm, melody, harmony, tone color, and form) will be taught in the first semester, as well as writing simple melodies, bass lines, and chord progressions in major keys. Analysis and listening and some keyboard will also be included. During the second semester a study of simple two and three part form, music writing and listening, and the introduction of minor keys will be made.

Music Theory 3, 4 Grade Level: 11, 12 Credit: ½ per semester
Prerequisite: Music Theory 1, 2

During the first semester the course content will include an introduction to counterpoint, orchestral score reading, and larger musical forms. An emphasis will be put on four part choral writing and a continuation of ear-training. An introduction of the history of Broadway musicals will be offered during the second semester.

A cappella Choir Grade Level: 10, 11, 12 Credit: ½ per semester
Prerequisite: An audition and permission of the teacher

Participation in all in-school performances and all major performances is required to complete the classroom work which consists of stressing techniques and musicianship.

Male Chorus Grade Level: 10, 11, 12 Credit: ½ per semester
Prerequisite: Student whose voice falls in the tenor and bass ranges

There is heavy emphasis on choral musicianship and some performance is required.

Girls Chorus Grade Level: 10, 11, 12 Credit: ½ per semester
Prerequisite: Student whose voice falls in the soprano and alto ranges

In this course emphasis is put on choral musicianship. Some performance will be required.

General Music Grade Level: 10, 11, 12 Credit: ½ per semester
Prerequisite: None

During the first semester emphasis will be put on the basic elements of jazz, rock, and composing. In the second semester the elements of electronic music and the theater will be introduced. A mini-concert and a musical collage will be done.

PHYSICAL EDUCATION

11 Boys Physical Education 7,8 Grade Level: 11 Credit: ½ per semester
Prerequisite: None

The purpose of the course is to provide "in-depth" instruction in sports skills, techniques, and knowledge. The student must choose from a selected group of "life-time" and team sports. Activities may include tennis, bowling, golf, archery, table tennis, deck tennis, uni-cycle, shuffleboard, volleyball, physical fitness, flag football, tumbling, gymnastics, badminton, softball, weight training, track and field, soccer, skating, basketball and rhythms. The number of students enrolling in a sport will determine whether or not that sport will be included in the curriculum.
Fees*

12 Boys Physical Education 9,10 Grade Level: 12 Credit: ½ per semester
Prerequisite: None

This course is the same as 11 Boys Physical Education but with stress put on more advanced skills.
Fees*

11 Girls Physical Education 7,8 Grade Level: 11 Credit: ½ per semester
Prerequisite: None

This course is the same as 11 Boys Physical Education.
Fees*

12 Girls Physical Education 9,10 Grade Level: 12 Credit: ½ per semester
Prerequisite: None

This course is the same as 11 Girls Physical Education but with stress put on more advanced skills.
Fees*

* The fees are	Uniform -	$5.50	(boys); $4.75 (girls)
	Lock	.50	
	Towel	2.00	per semester
	Lost lock	2.00	

Recreational Physical Education Grade Level: 12 Credit: ½ per semester
1,2
Prerequisite: None

The purposes of this course are to provide experiences in out-of-school and in-school activities which should better prepare the student in his/her selection of recreational activities for adult life; and to develop an appreciation for the many recreational opportunities available in the community. The fee for the course is dependent upon the activities the student participate in.

Driver Education Grade Level: 10, 11, 12 Credit: ½
Prerequisite: None

This is a semester course whose objectives are to develop an understanding of the qualifications, attitudes, and responsibilities of a skillful driver; to develop the knowledge and appreciation of defensive driving; to stress the importance of adjusting driving to changing conditions; and to develop an understanding and knowledge of the legal and financial responsibilities of driving.

SCIENCE

Biology 1,2 Grade Level: 10,11,12 Credit: ½ per semester
Prerequisite: None

This course begins with a study of the cell. Both plants and animals are studied in detail. Other topics include microbiology, genetics, physiology, ecology, and disease prevention. Laboratory activities include microscope work, dissections, and other relevant activities.

Biology 1A, 2A Grade Level: 10,11,12 Credit: ½ per semester
Prerequisite: None

This is a more practical course than Biology 1,2. It is designed for the non-collegebound student. Topics covered include the cell, plants and animals, conservation, ecology, disease prevention, and a study of careers related to biology.

Chemistry 1,2 Grade Level: 10,11,12 Credit: ½ per semester
Prerequisite: Fundamentals of Algebra 1,2 or Algebra 1,2

This course deals with properties of matter, atomic theory, periodic law, ionization, solutions, acids, and organic chemistry. The last part of the course is devoted to a study of the chemical reactions of certain elements. Many hours are spent in performing laboratory experiments.

Chemistry 1A, 2A Grade Level: 10,11,12 Credit: ½ per semester
Prerequisite: None

This is a more practical course than Chemistry 1,2. It is designed primarily for the non-collegebound student. Topics covered include properties of matter, atomic theory, solutions, acids, metallurgy, and conservation of natural resources. A large amount of time will be devoted to a study of the importance of chemical material in everyday life and to careers in the field of chemistry.

Physics 1,2 Grade Level: 11,12 Credit: ½ per semester
Prerequisite: Must be enrolled in or have completed Algebra-Trig

This is a course concerned with physical properties of matter and the various forms of energy. The five major topics to be studies are force and motion, heat, sound, light, and electricity. Practical application of physical principles are discussed throughout the year. Many hours will be devoted to performing laboratory experiments taken from the five listed major areas.

Senior Science 1,2 Grade Level: 12 Credit: ½ per semester
Prerequisite: Biology 1,2 and Chemistry 1,2

One semester is devoted to advanced biology and the other semester is devoted to advanced chemistry. Genetics is studied during the biology semester. The principles of heredity form the basis of the class work, while the lab work centers around a study of fruit flies. Qualitative analysis is studied during the chemistry semester. Most of the time during the chemistry semester is devoted to laboratory work based upon the use of the chemical principles to identify unknown solutions.

SOCIAL STUDIES

Urban Studies Grade Level: 10, 11, 12 Credit: ½
Prerequisite: None

This semester course emphasizes the growth and disappearance of selected ancient cities along with the development of modern cities. A detailed study of Newport News's growth, planning for the future, and current operation is made. Visits to selected facilities within the city are made.

Economics 1, 2 Grade Level: 11, 12 Credit: ½ per semester
Prerequisite: None

This course is designed to give college-bound students an understanding of our mixed capitalistic enterprise system. A study of supply and demand, national income and product, business cycles, prices, and money is introduced. Emphasis is put on the economic role of government in our country. Saving, consumption, and investment are studied. A study of economic terms is made.

Modern European History 1, 2 Grade Level: 11, 12 Credit: ½ per semester
Prerequisite: Above average grades in social studies subjects

The course emphasizes political and intellectual history since 1800 as a means of changing man's expectations. Each semester four research papers dealing with issues and personalities will be required. Supplementary reading will be required.

Sociology 1, 2 Grade Level: 11, 12 Credit: ½ per semester
Prerequisite: None

This course deals with society and its many ramifications which include how to get along with members of different races, understanding the family, marriage, divorce, crime, education, and environmental adjustment.

Negro History 1, 2 Grade Level: 10, 11, 12 Credit: ½ per semester
Prerequisite: None

This course deals with the social, political, and economic development of the Black Man in the United States. This course is geared toward helping one to gain a better understanding of the Black Man's contributions toward the American society.

World Geography 3, 4 Grade Level: 10, 11, 12 Credit: ½ per semester
Prerequisite: World Geography 1, 2 recommended

This course deals with the political, social, and economic aspects of the world's cultural regions. It is designed for advanced students who want to further their understanding and concepts of people. Statistical information and other data such as maps, graphs, and charts are used.

International Relations Grade Level: 11, 12 Credit: ½
Prerequisite: None. Recommend that student successfully complete World History and U. S. History or be taking the latter course with International Relations simultaneously

This semester course will emphasize international law and selected international treaties. The role of the U. S. State Department and the United Nations will be covered. Current events will be included. Supplementary readings and two research papers, one on international organizations and the other on negotiations and treaties, will be required.

Humanities 1, 2 Grade Level: 11, 12 Credit: ½ per semester
Prerequisite: None

A study of man's intellectual growth as reflected in his political and social institutions is made. Concentration is put on the growth and decline of great empires and their contributions to our society in current art, music, drama, theology, literature, and social sciences. Extensive outside reading will be required. Two papers on assigned topics will be required each semester.

Introductory Psychology 1, 2 Grade Level: 11, 12, Credit: ½ per semester
Prerequisite: None

This course deals with general behavior development. Specifically, this study includes physical and mental development, the development of intellectual ability, and personality and emotional development. Activities would consist of bringing in preschool children for intellectual experiments, working in a nursing home for the personality and emotional aspects of psychology, having various class experiments for other areas, and taking field trips.

VOCATIONAL TECHNICAL COURSES

The Vocational Technical School is located at 50th and E Streets, Hampton, Virginia. Students may attend this school for three periods a day and return to Warwick High School for three periods. Classes are held in the morning or afternoon. Bus transportation is provided to Vo Tech and to the high school. Students must make application if they wish to attend; these applications are in the Guidance Office. One and one half credits per semester may be earned for these courses.

Minimum age requirement is 16 years. Courses available at Vo Tech are:

Automotive Mechanics
Automotive Body Work
Air Conditioning
Carpentry
Electricity
Electronics
Drafting and Design
Welding
Machine Shop
Sheet Metal Work
Masonry
Small Engine Repair
Practical Nursing
Health Assistant
Horticulture

POINT OPTION

The Point Option program offers to the student who is capable of completing high school and of assuming greater self-directed learning, an alternative approach to his/her course of study by allowing him/her to meet graduation requirements through studies which are related to the city in which he/she lives.

Students apply to participate in the Point Option program. An application may be obtained from the Guidance Office in the home school or from the Director's office at Point Option. A team of Point Option students and staff members will come to each school in the spring to describe the program and answer questions of interested students.

All applicants are interviewed, their cumulative folders studied, and teachers and counselors contacted before a decision is made regarding acceptance of the student in the program.

APPENDIX FF

CO-CURRICULAR ACTIVITIES AVAILABLE AT WARWICK

PUBLICATIONS

The Warwick

The Warwick is the yearbook published annually by a group of ten juniors and seniors for the enjoyment of the students, teachers, administrative and office staff. Included in the annual also are many pictures showing the various phases of school life at Warwick; sports, clubs, and other organizations, as well as pictures of students at work and play. The annual is worth every bit of the work involved in its publication because of the enjoyment it gives both the staff and the students.

The Earle

The Earle, the newspaper at Warwick, is written by Warwick High students. A four page edition is published every month, as well as an eight page special edition in June. The pages are composed of items consisting of news, feature items, editorials and sports.

The Tide

The Tide, the Warwick High School literary magazine, is published once a year. The Tide depends on the student body for the quality of its contents and represents all grade levels. The Tide staff is composed of the Advanced Composition class members.

Raider Report

The Raider Report is Warwick High School radio program that is aired on WVEC FM. The program is produced and managed by students who are interested in radio and journalism. The program consists of news at school, sports, special interviews and features.

NJROTC
(Naval Junior Reserve Officer's Training Corps)

The NJROTC program provides instruction and training in naval oriented subjects for the purpose of developing responsible, mature citizens by:

a. Developing positive traits of character including self-discipline, self-reliance, orderliness, integrity, individual and group pride, patriotism and respect for legitimate authority.

b. Enabling students to become better informed citizens on national security and particularly the US Navy's role in the national defense structure.

Classroom instruction is supplemented by field trips and at-sea cruises.

CHEERLEADERS

There are 12 varsity and 12 junior varsity cheerleaders who are chosen each spring.

A cheerleader's main duty is to promote school spirit and pride by leading the student body in support of the team. Their conduct at football and basketball games is a guide for the students as to sportsmanship and the correct times to yell for the teams.

COOPERATIVE OFFICE EDUCATION CLUB

The Cooperative Office Education Club serves the students, the school, and the community by helping students acquire such techniques and personal traits that insure advancement in the business world after graduation. Purposes of the COE Club are to develop leadership, participation of members in worthwhile projects and to bring in outstanding speakers of various types of business from local offices. The club stresses the importance of satisfactory school performance.

DISTRIBUTIVE EDUCATION

The purpose of the organization is to give D.E. students a professional organization and to acquaint them with modern retailing and to give an insight into the field of distribution.

Only those students enrolled in Distributive Education in the 11th and 12th grades may become members. This club is a member of the State and National organization of DECA.

DEBATE TEAM

The Debate Team of Warwick High School is composed of student who are interested in sharpening their wits and arguments of current national problems. One of the desirable attributes of debating is the acquiring of the ability to think on your feet and to express yourself well.

DRAMA CLUB

The Drama Club is made up of any student that is interested in working on the stage. Students not only act in plays but also direct, manage and stage entire productions.

FRENCH CLUB

The purpose of the French Club is to promote interest and appreciation of French culture, history, and present day living. Programs are presented monthly, each class functioning as a seperate unit of the club. An inter-club council, composed of representatives from each class club, coordinate activities and projects.

FUTURE JOURNALISTS OF AMERICA

This club is open to any student interested in journalism. The students in this club usually work with the annual, newspaper, radio show or the magazine.

FUTURE HOMEMAKERS OF AMERICA

The Future Homemakers of America is a state wide organization. To become a member of FHA you must take at least one year of home economics.

The Future Homemakers meet once a month in the home economics room. Monthly programs are planned around phases of home economics which are not included in class. Retail Merchants Association, Florist, cake decorators, and a teen fashion coordinator are some examples of speakers which frequent these meetings. On Valentine's Day, the club usually has a tea for the teachers. The members plan, cook, make decorations and serve during the whole day.

FUTURE TEACHERS OF AMERICA

The Future Teachers of America is a service organization composed of tenth, eleventh, and twelth grade students who are interested in the teaching profession.

Some of the objectives of the chapter are as follows: to become familiar with the various phases of teaching, its rewards as well as its disappointments, to develop within each member a sense of responsibility, duty, service, loyalty, and other traits of good character necessary in a teacher. Activities of the Chapter include meetings, social events, an annual state convention, federation rallies, trips to colleges, and practice teaching at nearby elementary schools.

GERMAN CLUB

The German Club is an organization open to all interested German language students. The only requirement for membership is that the person must be a German student and pay his dues. The small fee for membership is 25¢ a month. The German Club participates actively in its annual "liederfest" and many other varied activities. Its meetings are called after school by the sponsor or one of the three officers with the sponsor's consent.

GIRLS RECREATION ASSOCIATION

The Girls Recreation Association is an organization whose purpose is to provide opportunity for intramural participation in a wide variety of sports. These sports include:

- Softball
- Volleyball
- Gymnastics
- Archery

Any girl, regardless of her athletic ability, may become a member by participation and by paying dues. An annual spring picnic is held. At this time awards, including school letters are given to those who meet the sportsmanship and participation requirements.

KEY CLUB

The Key Club is an international service organization. The Warwick Key Club is sponsored by the local Kiwanis Club and is directly affiliated with the school. The purpose of the club is to develop character and leadership among its members and to serve the school and the community.

Students desiring to belong should have a "C" average and must show outstanding abilities in leadership and strong character.

KEYETTE CLUB

The Warwick High Keyette Club is part of a national organization for girls. Each girl who belongs must be either in the tenth, eleventh, or twelfth grade and maintain a scholastic average of at least 2.5 or "C plus" average. Character and activities are two of the main qualities looked for in a girl when she petitions for membership. The membership drive is held during the spring.

THE MAJORETTES

Warwick High School's Majorette Corp. is made up of 13 girls who perform at football games in the half time ceremonies. Members of the majorettes are chosen each spring in tryouts.

MATH HONOR SOCIETY

The Warwick Math Honor Society is made up of math students with a B average in math and who are taking trigonometry, Math Analysis or Calculus. New members are chosen by the students from those who are interested and who qualify.

NATIONAL HONOR SOCIETY

The Warwick High School Chapter of the National Honor Society is designed to recognize students who have served their school faithfully. Members are selected from the junior and senior classes by a faculty committee on the basis of character, scholarship, leadership, and service. Tapping ceremonies are held in the late fall and spring of each year to conduct new members and bestow upon them the highest honor a high school student can receive -- that of membership into the National Honor Society.

QUILL AND SCROLL

The Ruby Altizor Roberts Chapter of Quill and Scroll International for Warwick High School journalists is composed of publication staff members chosen in the fall and spring. The chapter also recognizes outstanding Quill and Scroll members of the publications and of the student body for their service to the publications.

SCIENCE CLUB

The Warwick High School Science Club is open to any student who is interested in science. Meeting every other week, the club strives to advance interest and learning through supervised lab periods, films, lectures, and field trips.

SPANISH CLUB

The purpose of the Spanish Club is to bring together at frequent intervals those who are interested in improving their spanish speaking ability and knowledge of Spanish countries. Projects undertaken by the club are a car wash, a booth in the carnival, a dinner at the end of the school year for all active members.

NATIONAL THESPIAN SOCIETY

Troupe 394, The Warwick Chapter of the National Thespian Society, was installed in the place of the Warwick Playhouse. To become a Thespian, a student must earn sufficient points awarded him for participation in the dramatic activities of the school.

VARSITY SPORTS (VIRGINIA HIGH SCHOOL LEAGUE)

	FALL	WINTER	SPRING
BOYS	Cross Country	Indoor Track	Golf
	Football	Basketball	Tennis
		Wrestling	Baseball
			Indoor Track
GIRLS	Field Hockey	Gymnastics	Track
	Basketball		Tennis
			Golf

APPENDIX GG

SPRING ORIENTATION FOR STUDENTS
EVALUATION FORM

Dear Student,

I need your help and cooperation in order to determine how successful the program was on Wednesday. Please take a few moments and check the yes or no blank before each question.

Thank you,
J. W. Starboard
J. W. Starboard
Principal
Warwick High School

	Yes	No		
100%	101	0	1.	Did you feel the program was helpful and worthwhile?
96%	97	4	2.	Do you feel the students from Warwick presented the courses so you could understand them?
84%	85	16	3.	Do you feel you have a better idea of what courses to sign up for now than before the program?
94%	95	6	4.	Do you feel the Guidance Handbook is beneficial to you in selecting elective courses?
87%	88	13	5.	Do you feel that this program should be presented next year to the ninth grade students?
97%	98	3	6.	Do you know how many total credits are required for graduation?
			7.	Do you feel you have a better idea now about:
94%	95	6	a.	required subjects?
96%	97	4	b.	elective subjects?
91%	92	9	c.	graduation requirements?
81%	82	19	d.	student activity program?
87%	88	13	8.	Was the slide show a good way of seeing some of the activities of Warwick?
72%	73	28	9.	Do you know what extra-curricular activities are available to you at Warwick next year?
96%	97	4	10.	Do you know the difference between a required subject and an elective subject?

Please comment on any part of Wednesday's orientation program.

APPENDIX HH

WARWICK HIGH SCHOOL
51 Copeland Lane
Newport News, Virginia 23601

GENERAL REQUIREMENTS AND EXPECTATIONS FOR INCOMING 10TH GRADERS

I.D. CARDS: Each student is required to purchase an I.D. card at a cost of $.50. This card will be used to admit students to dances, and other special functions as well as to check out books from the library.

SCHOOL INSURANCE: The school offers both accident and dental insurance. We urge all parents to purchase this insurance.

Accident Insurance while at school $3.25 24 hour coverage $20.00
Dental Insurance $4.00

LUNCH PROGRAM: The following prices have been established for the school year 1975-1976.

High school lunch:	Daily price	$.50
	Weekly ticket	$2.50
Milk (Chocolate or Plain)		
	Daily price	$.07
	Weekly ticket	$.35

Again this year Warwick High School is operating a free and reduced price lunch program. Application forms for this program have been made available to all students.

TRANSPORTATION: Please discuss proper bus behavior with your child. Drivers do not have time to discipline students who misbehave and students may have to be denied the right to ride the bus if they create problems on the bus. The safety of all students riding the bus must not be jeopardized by a few who misbehave.

PARKING: Students who drive cars may park on the campus in the unreserved spaces in the parking lot on the east side of the building or on the side streets. The front parking lot is reserved for the faculty and staff except for the marked area for visitors parking. Parking permits are required and available in the main office for $.25.

TEXTBOOKS: Each student is provided with the required textbooks. They must be returned to the school upon the conclusion of a course or upon withdrawal. Students are responsible for all lost or stolen books.

PUPIL DISCIPLINE: Pupil discipline is based on the requirement that all children must understand and maintain a reasonable code of acceptable behavior and conform to all school rules and regulations. As a student at Warwick High School you are expected to conduct yourself in a manner reflecting credit upon yourself and your school. You have the responsibility to set the right example for your fellow students. Remember, Warwick High School will be what you make it.

STUDENT DRESS POLICY: Students should be appropriately dressed while attending school and school functions. Dress should not be immodest or so spectacular as to create disturbances in school or in class. At no time should dress be unsanitary or hazardous to a student's health.

SCHOOL CLINIC: Students are not permitted to enter the clinic while classes are changing unless it is an emergency. They should report to the next class and secure a pass from the teacher.

Every student reporting to the clinic should have his or her name entered in the log, time of arrival, nature of service required, and time of departure.

All students are reminded that the clinic is for first aid only. The school is prohibited by school board policy to give medicine (especially aspirin) to students.

TEACHER - PARENT CONFERENCES: If a parent desires a conference with a teacher during school hours, it is advisable that the conference be held during the teacher's planning period. Conferences can be arranged by calling the Guidance Office (595-0671 or 595-6617) during school hours.

SCHOOL VISITORS: Please note that All Visitors are requested to have permits from the office before entering classes or moving around and through the building. Teachers are instructed to ask for official permits from such persons. Students should not bring house guests, other visitors or youngsters to school.

HALL LOCKERS: Each student will be issued a locker in good operating condition, each occupant is required to keep his or her assigned locker clean.

APPENDIX II

WARWICK HIGH SCHOOL 2nd Revision 1/19/76

ATTENDANCE PROCEDURES

The terms "excused" and "unexcused" will no longer be used for absences. Notes from home explaining the cause of the absence will not be required and no admittance slips will be issued. Presence in class will be the responsibility of each student and his/her parents. Attendance will be taken in each class and sent to the office for computerized recording. Absences will be entered on report cards at the conclusion of each six weeks marking period.

Parents will be notified by telephone and/or mail on the fifth(5), eighth(8), and twelfth(12) absence from each class. On each notification, the teacher will fill out a form letter consisting of three(3) copies and distribute them as follows:

1.) retain one copy (this may be kept cumulative)
2.) send the remaining two(2) copies to the attendance office.

One copy of the letter will be mailed home to the parents, and one copy is retained by the assistant principal responsible for attendance.

Also, it is the teacher's responsibility to make definite verbal contact with the parents after the eighth(8) and twelfth(12) absence has been taken. A student will automatically be excluded from school after accumulating thirteen(13) absences from any one class during a semester. A formal conference at school with the student, his/her parents, the teacher, and an administrator is required before the student can be readmitted to school. The student and parent(s) will have an opportunity to justify the excessive absences. During the parent conference the student's academic progress will be reviewed and the academic requirements for the successful completion of the course(s) will be agreed upon by all parties. Implications of course failure, loss of credit and effects on graduation will be ~~clearly~~ communicated to the parent(s) and the student.

School sanctioned or sponsored activities which have prior administrative approval are exempted from and will not count toward the total of thirteen(13) absences.

A student who is suspended from school for a disciplinary problem for any number of days will have that number charged against the total of thirteen (13) absences in each class.

Absences from study halls will be treated the same as absences from any other class.

Tardiness is defined as any appearance of a student beyond the scheduled time that a class begins. Two (2) incidents of tardiness to a class will be considered as equal to one absence. Tardiness of ten minutes or more to a class may, upon the discretion of the teacher, be considered an absence. The teacher shall notify the student when such incidents are recorded as absences. Teachers who detain a student from reporting to class on time will give him a pass to enter his next class.

Students who know they must leave during the school day must bring a note whic can be verified by phone from their parents to the attendance office before school begins and secure a class leave permit.

APPENDIX JJ

WARWICK HIGH SCHOOL
51 COPELAND LANE
NEWPORT NEWS, VIRGINIA 23601

OFFICE OF THE PRINCIPAL

"LETTER FOR PARENT ORIENTATION NIGHT"
February 18, 1976

Dear Parents,

Warwick High School is planning an orientation program for parents of students who will be tenth graders next year. Two identical programs will be given - one at Huntington Intermediate School on Monday, March 1 beginning at 7:30 p.m. in the auditorium and one at Warwick High School on Tuesday, March 2 beginning at 7:30 p.m. in the auditorium. It is hoped that having the two programs at different locations will be more convenient to all even though the same material will be presented both nights.

The purpose of the program is to help parents become knowledgeable about Warwick High School and its activities as your children begin their last three years of high school. We will be discussing aspects of the curriculum dealing with graduation requirements, required and elective subjects and course descriptions; general requirements and expectations including attendance procedures and school rules and regulations; and the co-curricular activities available to students.

I am hopeful that you will be able to attend one of the meetings and look forward to seeing you at that time.

Sincerely,

James W. Starboard, Jr.

James W. Starboard, Jr.
Principal

APPENDIX KK

PARENT ORIENTATION EVALUATION FORM

Dear Parent,

Please take a few moments to respond to the questions listed below concerning tonight's program. Just check the appropriate blank indicating your feeling on each question.

Thank you,
J. W. Starboard
J. W. Starboard
Principal

98%	65 yes	1 no	1.	Do you feel this kind of program is worthwhile?
98%	65 yes	1 no	2.	Do you feel this kind of program was helpful in orienting you to Warwick High School?
			3.	As a result of this program do you now have a better understanding of:

98%	65 yes	1 no	a. Required courses	98%	65 yes	1 no	d. School regulations
97%	64 yes	3 no	b. Elective courses	93%	62 yes	4 no	e. Extra curricular activities
97%	64 yes	2 no	c. Graduation requirements	97%	64 yes	2 no	f. Course descriptions

97%	64 yes	2 no	4.	As a result of this orientation program, do you feel you can better counsel your child about attending Warwick High School next year?
100%	66 yes	0 no	5.	Should this kind of orientation program be held every year for parents of rising tenth graders?
97%	64 yes	2 no	6.	Did having the program at two locations make it more convenient for you to attend?
83%	55 yes	11 no	7.	Did having the program at two locations make it possible for you to attend?

8. Please indicate how the program could have been more meaningful to you and/or any other comment you may like to make. (use back of form if necessary)

APPENDIX LL

ABILITY LEVEL EVALUATION FORM

Dear Student,

Please take a few moments and check either the yes or no blank in front of each question.

Thank you,
J. W. Starboard, Jr.
J. W. Starboard, Jr.
Principal - Warwick High School

1. In ability level assignments do you know what the following terms stand for:

97% 103 Yes 3 No "R"

97% 103 Yes 3 No "X"

93% 99 Yes 7 No "Y"

82% 87 Yes 19 No 2. Do you know how an "average" grouping assignment is indicated?

95% 101 Yes 5 No 3. Do you know your ability level assignment in English? (That is average, "Y", "R", or "X")

87% 92 Yes 14 No 4. Do you know your ability level assignment in math, science, or geography if you are taking any of these subjects?

75% 79 Yes 27 No 5. Were you told your ability level assignment by your guidance counselor?

90% 95 Yes 11 No 6. Do you feel you were placed in an appropriate ability level?

83% 88 Yes 18 No 7. Do you feel you have a better idea this year about your ability level assignment?

APPENDIX MM

COMMONWEALTH of VIRGINIA
STATE DEPARTMENT OF EDUCATION
RICHMOND, 23216

April 27, 1976

Mr. James W. Starboard
Principal
Warwick High School
51 Copeland Lane
Newport News, Virginia 23601

Dear Mr. Starboard:

I have reviewed your practicum and the articulation model for secondary schools and find them very complete and thorough. The various objective dimensions of the model should make it very appealing, and worthwhile for fellow principals in other school systems to duplicate.

The model is clearly laid out and easy to follow. You have shown a definite need and very thoroughly developed programs to meet those needs. In addition for each program you have very succinctly given the purpose for which it was intended, the organizational and planning requirements necessary to get the job done, and clearly put forth the duties and responsibilities of each individual involved. Your narrative description of the implementation phase is good as it leaves no room for doubt among those who may wish to use the model.

In short, it is my opinion that the model will prove very valuable and helpful for school systems who wish to begin to solve this problem of articulation.

Sincerely yours,

James H. Stiltner
Supervisor
Secondary Education

JHS/dmm

COMMONWEALTH of VIRGINIA
STATE DEPARTMENT OF EDUCATION
RICHMOND, 23216

April 30, 1976

Mr. James W. Starboard
Principal
Warwick High School
51 Copeland Lane
Newport News, Virginia 23601

Dear Mr. Starboard:

This is to acknowledge receipt of your practicum which establishes the model of articulation between intermediate schools and high schools, the handbook containing the secondary school articulation model, and your letter requesting a review and evaluation of both documents to determine their validity by an external evaluator.

I have reviewed both documents. It is my judgment, based on my analysis of them, that you have developed a complete, thorough, and valid model for establishing communications between professional staff members who work at various organizational levels and provisions for a smooth transition of student movement as they progress from one organizational level to the next.

To my knowledge this represents one of the first formal models of school vertical articulation within the state. You are to be commended for your work and leadership in this area. I further feel that the model is adaptable and can be used by other school systems who are experiencing similar problems in school articulation.

You are extended my best wishes for much success with the program.

Sincerely,

Robt B Jewell

Robert B. Jewell, Ed.D.
Supervisor of Junior High Schools

RBJ/ca